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PRESENTATION  
TO THE  
COMMITTEE ON UNIVERSITY AFFAIRS

November 12, 1973

Sudbury, Ontario











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LAURENTIAN UNIVERSITY  
UNIVERSITÉ LAURENTIENNE

PRESENTATION TO THE COMMITTEE OF UNIVERSITY AFFAIRS

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November 12, 1973.



## INTRODUCTION

In the annual brief presented last year to the Committee, it was noted that Laurentian University was undertaking the painful but necessary task of re-examining its academic programmes in the light of current realities in order to establish a five-year academic plan based on agreed-upon academic priorities. The first essential stage in that task has now been accomplished.

A Senate Committee on Academic Planning was struck late in the fall of 1972. The preliminary report of that committee, *Planning for Tomorrow*, developed after extensive consultation both within the University and in the larger community, was issued in March 1973. After further study and consultation, a second report was presented to Senate for action. At meetings held in June and September, Senate formally adopted a great majority of the recommendations of this Report on Academic Planning, including all the major ones, thereby providing Laurentian University with a basic blueprint for its academic development over the next five years.

While many details remain to be worked out, particularly in the area of programme development, the adoption of this academic plan gives Laurentian an agreed-upon set of academic priorities established within the context of a renewed commitment to bilingualism. The University is now moving forward with confidence to develop and implement the necessary details. Our ability to succeed in this complex and difficult task depends first of all on ourselves. But it also depends upon others, both in the universities and in government as well as among the general public, whose support is essential. We are pleased to have this opportunity to present to the Committee on University Affairs our judgements on how best to fulfil our responsibilities to higher education and to invite your support of them.

Because much of what might have been placed in a brief is already published in the May '73 Report to Senate of the Committee on Academic Planning, copies of this Report are being presented along with this brief. Because the Committee has invited the University to provide answers to a large number of questions it posed, a major portion of this brief consists of Laurentian's answers, with cross references to the relevant paragraphs in the Report on Academic Planning. Because bilingualism occupies such a large and important place at this University, and because the Committee is expressly interested in this matter, a special place is given in the brief to bilingualism at Laurentian.

The brief is divided into three sections: Part I, which contains the answers to the questions posed by CUA; Part II, which contains a brief discussion of some special items of concern to this University; Part III, containing an analysis of the projected cost of an expanded bilingualism at Laurentian. All of this is intended to be seen against the background of the University's five-year academic plan contained in the May Report to Senate of the Committee on Academic Planning.

## PART I: RESPONSE TO THE QUESTIONS OF CUA

### A — Enrolment

#### 1. *Comment on your long-term undergraduate and graduate enrolment projections (CUA 73 — A).*

Preliminary enrolment figures for 1973–74 show a marginal reduction in total enrolment over last year, a reduction that was not anticipated in the enrolment projections submitted about a year ago to the Committee.

This reduction in total enrolment has been caused by a reduction of some 2% in the enrolment of full-time students compensated only in part by the anticipated increase in enrolment of part-time students. The decline in full-time enrolment this year is to be explained partially by problems in the School of Nursing last year, which led to a decision to discontinue Year II of the programme for this year and arrange for the transfer of the students, and a decision to limit the number admitted in first year to 20 (from an earlier 30). Together these account for about half of the shortfall in full-time enrolment.

Given the current enrolment statistics, the projected almost stable enrolment for the next three years, with a slight upward trend over the five-year period, seems reasonable. It should be noted that, after



the sharp decline in enrolment in 1971-72, total enrolment at Laurentian has remained relatively stable. First-year enrolment has increased slightly this year, for the first time in three years, being some 50 higher than projected a year ago. However, the University continues to suffer a substantial drop-out rate.

2. *Are you experiencing or do you expect to experience significant shifts in student preferences, for example, from Arts to Science or Professional Schools, or from physical sciences to life sciences, or from, say, English to economics?*

Laurentian continues to show significant shifts in student preferences. Again this year there has been a decline in enrolment in Humanities. Enrolment in Science this year has remained steady, while enrolment in Social Sciences has levelled off. Enrolment continues to increase in certain of the Professional Schools, Commerce and Translators, but is now stable in Physical Education and Social Work. Engineering is down. For the reasons cited above (I, 1) enrolment is also down in Nursing.

If the planned expansion of French language courses and programmes in the Professional Schools takes place, we expect that enrolment in these schools will increase.

3. *What is your policy on class size?*

The University has no formal policy on class size. However, given the range of courses offered, the relatively small number of required courses in many programmes, and the need to maintain a variety of programmes when there are no alternatives available in the region, with our present enrolment the great majority of the classes enrol 20 students or less. Statistics compiled last year show that some 40% of the 565 classes taught enrolled 10 students or less and that nearly 20% enrolled 5 students or less. It should be noted however, that these gross statistics do not indicate a number of small classes that are taught on a voluntary basis by faculty which number should be deducted from the total.

Individual academic units (departments and schools) have discretion to cycle or to cancel courses with very small enrolments and to section large courses. Over the past several years, as far as practical, all upper division courses, honours courses and graduate courses have been placed on a cycle basis, and general and honours courses combined.

4. *To what extent are "stop-outs" re-entering your University? Are they coming back as full-time or part-time students?*

To date Laurentian has readmitted only a small number of "stop-outs". Those readmitted have included transfers from other universities and former full-time students who return as part-time students. Our experience to date has been too limited to justify drawing any inferences.

5. *How do you propose to resolve the problem of changing student program preferences under the constraints of steady-state enrolment and tenured faculty?*

*Are traditional academic teaching patterns being broken; that is, are faculty increasingly teaching outside their specialities?*

Given the number of academic programmes to which the University is committed by reason of its understanding of its responsibilities as the single university in this region of Ontario, with the current method of financing, this problem is to a considerable extent insoluble.

Given the high number of tenured faculty, now over 75% of the full-time faculty, and the comparatively young age profile of faculty, there is limited flexibility in this area.

Although no formally approved policy has been adopted, current practice on new faculty appointments is to give one-year term appointments unless special reasons can justify a probationary or tenured appointment. Further, a recently adopted policy on academic freedom and tenure provided for redundancy of faculty positions, including tenured positions, on financial grounds.

Senate has approved a recommendation of the *Report on Academic Planning* that a Program Development Fund be established to assist units and individuals to develop new academic programmes in the light of the University's agreed-upon priorities (Cf. *Report*, para. 168). A number of interdisciplinary programmes and courses, involving two or more faculty members from different units, are being developed.



6. *Is the University Application Centre fulfilling your expectations?*

Yes, although our geographical location does not permit Laurentian to have as full and ready access to the services provided as might be wished. However, we appreciate the earlier access to statistics and reports, and a decrease in our own key-punching.

7. & 8. *What is your policy on the admission of non-Canadian students?*

*What is your policy on the admission of students from other provinces?*

All qualified applicants are admitted on the same basis if places are available. (Only in Nursing has there been a limit on enrolment, and this only in first year.)

**B – Undergraduate Studies**

1. *Describe any new undergraduate programme innovations which you wish to bring to the Committee's attention.*

See *Report*, paragraphs 32–37, 52–82, 87–93, and Appendices.

2. *Comment on the calibre of recent entrants from Ontario high schools.*

Comments on this subject are varied and there are few generalizations that may safely be made. A number of faculty, particularly in Science and in English, have commented on the wide diversity in academic backgrounds in the discipline(s) among those entering first-year courses, something that creates a considerable challenge to the teacher. Another general comment, this one relating to the overall level of academic attainment of the matriculants without regard to a specific subject or discipline, may be summarized by the statement, "When they're good they're very good; but when they're bad they're awful."

**C – Graduate Studies**

1. *What is your attitude to the ACAP planning assessments? Do you foresee any implementation difficulties?*

The attitude towards ACAP at Laurentian is mixed at best. Most accept the desirability of making careful academic assessments and the need to coordinate graduate work. But, at least in retrospect, many question whether the resources required for the ACAP were necessary for this task, particularly now when the self-regulating mechanisms (tight budgets and declining numbers of students) are so plainly at work and the various institutions are balking at accepting the results of the assessments. Also, the attitude of Laurentian is to some extent influenced by the judgement that the whole exercise has been developed without adequate attention to the role in graduate studies of the smaller and regional universities. In short, we feel that there has been little positive result from ACAP and even less of value to this University.

2. *Do you endorse the concept of "provisional embargo"?*

No, not in the present circumstances.

3. *Describe any programme innovations which you wish to bring to the Committee's attention.*

See May '73 *Report*, paragraphs 68–73, and Appendices.

**D – Health Sciences**

1. *How will new provincial guidelines on medical schools affect your institution?*

Since Laurentian does not offer programmes in the area of Health Sciences, except that in Nursing, these matters are of minor direct concern. However, the present policies governing the expansion of medical schools, in particular proposals to establish a "satellite" teaching centre in this area, are of great concern to Laurentian University as a member of this community. Recent decisions not to proceed with the establishment of the proposed "satellite" teaching centre are deplored, since this means that the long needed improvement in regional medical educational facilities has once again been delayed.



## E — Research

1. *What is your policy on research and how is it administered?  
What approvals are necessary before a professor can accept a research grant?*

At present the University has no formal policy covering research and there is no administrative officer specifically charged with responsibility for research. Individual members of faculty are encouraged to engage in research and many do, receiving funding for this from NRC, MRC, Canada Council and other granting agencies.

In the case of contract research, while there is no formal requirement, normally the approval of the President is obtained.

The Report of the Academic Planning Committee recommends establishment of a University Committee on Research (para. 154) and a University Research Fund to be built up until it totals an annual amount equal to 1% of the University's general operating revenue (para. 170). See also, *Report*, paragraphs 100–102. These recommendations have been approved by Senate.

## F — Part-Time Students

1. *What progress has been made on the implementation of guidelines for part-time students?*

Apart from special cases involving off-campus courses, the guidelines on part-time students have been fully implemented at this University.

2. *Do you have any suggestions for increasing the accessibility for part-time students?*

Adequate accessibility to University education for part-time students residing in this region outside of the immediate area of Sudbury can only be provided if increased funds are made available to enable courses to be provided for them in outside centres and to enable them to journey, at least occasionally and for short periods, to the University in order to use the specialized facilities (library, laboratories, groups of faculty and students) available here. If the University is to meet its obligations to these students, it must increase the resources it makes available for off-campus programmes. To date this operation has been a marginal one, mainly due to lack of resources (both human and financial).

It should also be noted that library facilities and other educational and cultural services in this region are inadequately funded and that improving accessibility to university education will require upgrading these as well.

Further improvements in OSAP, to provide loans and grants to part-time students are also needed. See *Report*, para. 99.

3. *Do you offer, or have you any plans to offer Masters and Ph.D's on a part-time basis?*

The majority of the present graduate programme operate so as to make them available to part-time students. Future programme planning in graduate study will include this provision.

## G — Faculty

1. *What are your policies on tenure, sabbaticals, community involvement, summer school teaching, and professional income earned from extra-university sources?*

Existing University policies on academic freedom and tenure and on sabbatical leave are included in the attached documents.

Involvement in community activities is encouraged informally as long as it is consistent with academic and civic responsibilities. Summer school teaching, both in Intersession and in regular Summer School, is the responsibility of the individual academic units (departments and schools) in consultation with the Division of Extension. It is compensated for by an additional stipend.

There is no formal policy on extra university professional income, but full-time members of faculty are expected to serve the University full-time.



## H – Status of Women

1. *Do you have a policy on the hiring, remuneration, and promotion of women in all fields of employment in your institution?*

The University operates on a policy of equal opportunity for men and women, which policy includes appointment, salary, and promotion.

2. *Do you have a policy on equal opportunity for women in admissions to all programmes?*

The same equal opportunity policy covers admission to all academic programmes.

## I – Student Support

1. *What effect has the new student award plan had?*

*Can you suggest further revisions to OSAP?*

The new student award programme has resulted in an increase (estimated to average about \$200) in financial assistance available to Laurentian students. It should be noted that the proportion of Laurentian students receiving financial assistance through OSAP is above the provincial average. In 1972–73, some 885 students who registered on the Laurentian campus (45.8% of the enrolment), received an average of \$1165.00. The provincial average was 29.8% of enrollees and the average award was \$1146.00.

Some suggested further revisions in the OSAP programme:

- a) A further reduction in the age of independence to 21 years.
  - b) Elimination of the policy that deducts support income received by the student (e.g. family benefits, pension income, welfare, rehabilitation benefits) directly from the student award.
  - c) Revision of eligibility criteria for married students when one spouse is employed so that such students might be eligible for OSAP and Canada Student Loans.
  - d) Consideration needs to be given to providing special travel allowances to students in northern Ontario to attend the university nearest their place of residence. At present OSAP policies are something of a disincentive.
2. *What is your policy on entrance scholarships?*
- Laurentian University has only a few entrance (admission) scholarships. Most have been provided by donors and they are awarded according to the criteria stipulated by the donor. At present all entrance scholarships are awarded to students who have completed their secondary schooling in Canada. The sum of \$35,000, allocated from endowment funds for financial assistance to students in the current year was restricted to “in course” awards, mainly bursaries.

## J – Finance—Operating

1. *What is your policy concerning internal budget allocations?*

The operating budget of Laurentian is developed by a Senate Budget Committee and approved by both Senate and Board. The principle of block allocations is employed and there are eleven budget units, including the four academic divisions (Humanities, Science, Social Sciences, Professional Schools).

In its report to Senate in November '72, the Budget Committee stated that it had been guided by the following principles:

- a) Any reduction in a block allocation should be made first in those areas where the reduction would not have a serious negative impact on the teaching programme of the University.
- b) Where reductions in the teaching programme are judged necessary, these reductions should be made first in those programmes affecting the fewest students.
- c) The University should provide all budget units with the financial resources required, but no more than these, to meet legitimate University needs.

- d) The University must be sensitive to the impact of reductions on faculty and staff. Accordingly, every effort should be made to minimize these negative effects by providing grants for retraining and termination pay, and funds have been set aside for this.

2. *Is slip-year financing a significant aid to planning? Are any adjustments related to slip-year necessary?*

The system of "slip-year" financing has been of assistance since it provides information on the formula portion of the University's operating grants at an early date, in time to be employed in our budget making. But firm information on extra-formula grants (Compensatory Grant and Bilingual Grant) by the same date is also desirable. And development of three or five year "rolling grants" would be even more helpful.

3. *What is your current attitude to the present system of formula financing?*

The present system of formula financing contains major defects, especially in the present circumstances of Ontario universities. It is growth oriented and therefore in a period of slow or no-growth for the Ontario "system" it tends to foster unhealthy competition among individual universities. Given the present formula weights for graduate studies and the absence of a system of separate funding for research, the formula favours institutions with large graduate programmes over those heavily oriented to undergraduate work. The present formula does not provide an adequate level of basic support for small institutions (those enrolling less than 4500 full-time student equivalents) and institutions with predominantly undergraduate programmes. In most instances both of these factors are combined. Finally, the formula does not adequately take into account the costs of institutions located outside of large metropolitan areas and at a distance from these centres.

As an alternative to grants made on an *ad hoc* basis to individual institutions, the formula is much to be preferred. But its present defects urgently require improvement if it is to be retained.

4. *Can you suggest a method for arriving at the BIU value for 1975-76?  
What BIU value does your method yield?*

It is difficult to provide a satisfactory answer to this question, since in the view of Laurentian the major defects in the present system of operating support relate to the formula based on enrolment and the formula weights which favour universities with large graduate programmes, not to the value of the Basic Income Units. However, it should be emphasized that increases in the value of the BIU ought to reflect general increases in the cost of providing goods and services, something that has not been the case in the recent past, such increases to be also related to enrolment levels in the "system" and to the need to guarantee each institution an adequate base level of support.

One proposal that has been made at Laurentian is to increase the value of the Basic Income Unit by an amount equal to the per capita increase in total provincial government expenditures over budgeted for the previous year.

## K -- Finance-Capital

1. *How should cyclical renewal be generated?*

In the present circumstances, with stable enrolment, funds for cyclical renewal should be generated by a formula based entirely on the dollar value of the total plant assets, including a factor related to the age of the various facilities. Consideration should also be given when calculating grants to the fact that the northern climate causes more rapid deterioration of roads and imposes other extra costs.

2. *Do you foresee difficulties in adjusting your physical plant to changing student preferences?*

Yes, last year and again this year Laurentian has experienced considerable difficulties in financing changes in physical facilities required to meet changing student preferences. Without any capital entitlement the University has been hard pressed to find the funds to cover the costs of renovations and alterations to meet student preferences, and to undertake the necessary cyclic renewal. In our judgement an annual grant equivalent to 3% of the capital value of our physical assets would suffice to cover adequately the costs of these items.



3. *Do you have a policy on the allocation of space amongst faculties, departments, administration, etc?*

Laurentian is currently engaged in developing a space microformula which it is hoped will prove useful by supplying an objective quantitative evaluation of the space needs of the various units in the University.

#### **L – Economics**

1. *In effecting economies, what have been your priorities? What has been in each of the last two academic years the respective rates of attrition (through retirement, termination of contract, resignation, etc.) of teachers, administrators, technicians, physical plant employees, etc? What have been the rates of replacement in each of these categories?  
What economies have been effected in the level of service of physical plant operations?*

Section J. states the principles adopted by the Senate Budget Committee in formulating the 1973–74 budget. In addition to these, and as in any budgeting attempt, priorities are given to the maintenance of all the essential services. In economic terms, this is an attempt to equalize the marginal return from expenditures in all possible directions; or stated another way, to maximize the benefits and minimize the deleterious effects of the changing dollar allocations. (see table A)

In the 1973–74 budget, the following economies were made in the Physical Plant section. Janitorial services were reduced from \$225,000 to \$175,000 by reducing the cleaning of offices from once a day to once a week; by eliminating the cleaning of classrooms in non-teaching periods; and other various smaller economies. The budget for the Planning Department was cut from \$95,000 to \$40,000. Ten portable classrooms were eliminated from the classrooms roster for this year, and in this way the University hopes to save up to \$10,000. The budget for the Security section was reduced slightly after a tentative decision for a more drastic cut had been reviewed and discarded.

An even more basic economy in the Physical Plant section is one which is less visible but very important. Over the past two years, the University has taken over substantial amounts of new space; a major addition to the Physical Education Centre, a small maintenance building, and a tripling of the University-operated housing. The last of these will provide some extra revenue and will allow for some increases in expenditure since the residences are budgeted to meet their own expenses for light, power, water, and the like. Physical Plant has been allowed no increase in staff to handle these increased responsibilities and the operating costs of these buildings, aside from those coming from auxiliary services, have to be met out of their total allocation.

#### **M – Miscellaneous**

1. *To what extent are your facilities available to persons and organizations not directly associated with the University (e.g. community colleges, community organizations, private individuals, conventions...)?*

The facilities of Laurentian are available to the community when they are not required by the University, e.g. there is regular public swimming in the pool; the Great Hall is available for social events; the Fraser Auditorium is available for concerts, lectures, etc; residence, dining and other facilities are available for conferences and conventions. The resources of the Library are available to the public.

2. *What are your views on the proposed METANET computer network?*

Given the available information to date the University has no firm views on the proposed METANET computer network. In principle it should be useful, but there are reservations about whether the costs will be too high for a small, relatively remote university such as Laurentian.

3. *What are your views on University Library Coordination?*

Given the library requirements of a university such as Laurentian, which undertakes to meet the needs of a small student body spread across a geographically vast region, coordination of provincial and national library resources is highly desirable. Accordingly, Laurentian supports present proposals, even though its limited professional staff and other resources limit the extent of its capacity to become

TABLE A

Rate of Attrition of Staff for the Years 1971-72 and 1972-73

	1971-72		1972-73		Total No. of Staff as of June 30, 1973
	Attrition	Replacement	Attrition	Replacement	
Faculty	22	16	17	20	217
Administrative Officers	5	4	10	9	65
Technicians		4	7	4	30
Secretaries	49	36	43	30	124
Physical Plant	9	6	5	1	37
Librarians	1	4	3	2	11
Other					11
					<hr/> 495



involved. Greater efforts need to be made to see that all libraries are treated equally and this means greater subsidies for those undertaking to fulfill a wide range of needs. Increased resources are urgently required if the library of Laurentian is to play its proper role. More space is required and consideration should be given to placing this as a first priority in Ontario university libraries.

4. *Do you have formal grievance procedures available for staff and students?*

The University Policy on Academic Freedom and Tenure provides formal grievance procedures in cases of tenure evaluation and dismissal for cause. Other ad hoc procedures are available to faculty in cases involving promotion. Informal grievance procedures exist for members of the Administrative Staff Association and the Clerical Association. In those units with collective bargaining agreements, there is provision for grievances in the agreements. Students are entitled to appeal final grades. Such appeals are heard in the first instance by a departmental (or school) appeals committee and then, if need be, before the Senate Committee on Admissions, Promotions and Petitions.

## PART II: SOME ADDITIONAL PARTICULAR MATTERS

### Federated and Affiliated Colleges

Laurentian was founded as a federated university and remains one. Not only is federation a fact embodied in the charter of the University and in the charters of the three federated colleges, it is also a value that is cherished by students and staff who recognize the many advantages of maintaining a collegiate structure. Recognizing the value of the federated system, the Committee on Academic Planning has made a number of recommendations intended to strengthen the federation (See *Report*, para. 111-114) and these have been approved by Senate.

But the practical prospects of strengthening the federated colleges remain limited so long as these colleges do not receive full funding for the academic work they undertake. In the past Laurentian has publicly supported the position that full operating grants should be made available to the federated colleges for their *bona fide* academic activities. We continue to urge that the present discriminatory policy be discontinued and substituted for by a policy that funds all institutions equally for the academic services performed.

Laurentian's relations with its three affiliated colleges, Algoma College, Collège de Hearst and Nipissing College, also deserve mention. During the past year the University has improved communication with its affiliates and initiated discussion of how better coordination and collaboration can be effected. An ad hoc Committee on Affiliated Colleges, with representation from each of the affiliated colleges, has been in operation, and this Committee is to become a Standing Committee of Senate (see *Report*, para. 135).

The general climate of relations between Laurentian and the colleges is now good, considerably improved over the recent past. However, much remains to be done in the way of expanding cooperative activity. Ever since it was informed of the work of the Wright-Davis Commission on Post-Secondary Education in treating of post-secondary education in the region, Laurentian has been urging a thorough study of the post-secondary needs of the region, a task that the Commission acknowledged it had not undertaken. This University is willing to participate in such a study and indeed to provide some of the resources required for it. But the task is beyond the present limited resources of Laurentian and the affiliated colleges. We urge that serious consideration be given to undertaking this task and to providing a special grant to assist financially with such a study.

### Sudbury Teachers' College

The Sudbury Teachers' College (Ecole normale) was established in 1963 to provide French-language elementary school teachers for the bilingual schools of Ontario. Almost from the beginning it has enjoyed an informal relationship with Laurentian and presently is located in its own facilities on the University campus. In the Spring of 1973, the Minister of Education announced a decision of the government to seek integration of the Teachers' College with Laurentian University. Discussions on this matter are

currently underway.

As a bilingual university in this region of the province, Laurentian is very aware of the needs for qualified French-language teachers in the bilingual schools of Ontario. And it accepts in principle the desirability of integrating teacher training institutions into the provincial university "system".

At the same time the University is very conscious of the responsibilities it will be accepting for the education of these future teachers should it agree to integrate the Sudbury Teachers' College. And it does not wish to take on such heavy responsibilities without the assurance that it will be in a position properly to fulfill them. For this reason, at the present time, Laurentian is studying very carefully the academic programming and the resources (both human and financial) that will need to be made available in an integrated institution to enable it to meet the academic and professional requirements of French-language teachers.

### **Museum and Arts Centre**

In the middle 60's, as part of its expanding commitment to the region, the University established a Department of Cultural Affairs whose purpose was the promotion of artistic and cultural activities for the University and for the larger community. In 1967, in large part due to the generosity of the citizens of Sudbury and area who took it on as a centennial project and raised \$135,000 by public subscription, a property was acquired to serve as a Museum and Arts Centre and title transferred to the University. The Director of the University Department of Cultural Affairs was named Director of the Centre; and the University assumed responsibility for the maintenance and development of the Centre.

At the time the Centre was established the University had discussions with the then Department of University Affairs and assurances were given that continuing financial support would be available for the operation of the Centre, which was not only an asset to the University but as well an important community asset. It was then and still remains the only non-commercial art gallery and the only museum in the entire region. Plans to have it serve the region by sponsoring travelling exhibitions have never been implemented because of a shortage of funds.

Since 1968, the University has provided the operating budget for the Museum and Arts Centre without receiving any specific grants for this purpose. As long as the enrolment was expanding and general operating revenues with it, budgetary problems for the Centre were minimal. But in the current straightened financial circumstances, it has become increasingly difficult to assure even minimal operating support.

The Centre, located off campus near the centre of Sudbury, is a valuable community resource. Open six days a week, twelve months of the year, the Centre has provided exhibitions during the current calendar year, including ones sponsored by the National Museum of Canada and the Art Gallery of Ontario, as well as exhibitions by local artists and the annual elementary and secondary school exhibitions for the district of Sudbury. The permanent collection, mainly Canadian art, including Eskimo sculpture and prints, is currently valued in excess of \$100,000. During the 1973 calendar year a total of more than 12,000 visitors attended, a daily average of some 75. All of this is being accomplished on an operating budget of less than \$35,000 per annum.

During the past year an Advisory Committee for the Museum and Arts Centre, composed of a broadly representative community group, has been established. Part of its responsibilities will include soliciting private and community funds. But it seems only proper that some direct public funding should be available for this important community-university cultural enterprise. Special grants will be necessary for this in order to provide modest increases in physical facilities and an operating budget of at least \$50,000 per annum.



### PART III: THE COST OF BILINGUALISM AT LAURENTIAN UNIVERSITY

#### Introduction

In welcoming the opportunity of presenting this analysis of the costs of bilingualism, Laurentian University is quite aware of the difficulty of this endeavour.

This University has been reporting to CUA on the costs of bilingualism almost continuously since 1967, with limited opportunities for discussion and feed-back. The first analysis of our costs was presented to CUA in May 1967 and was responded to by Dr. Douglas Wright, then Chairman of CUA. (This response is included here as Appendix A). The approach to the costs of bilingualism proposed by Dr. Wright was adopted by Laurentian and used in future reporting to CUA.

The second report on our bilingual costs was made in the University 1971 brief to CUA, where it was argued that, although it met actual expenditures, the present level of funding for bilingualism was insufficient to meet the requirements of the student population in this region for a bilingual university education. There it was shown that, with the available resources, Laurentian was still unable to provide instruction in the French language to more than half of the Francophone students registered on campus. A request for additional funds was made at that time, but it went unanswered.

A similar argument was presented last year in our brief to the committee. But noting the existence of a sub-committee on bilingualism of CUA we suggested (p.22) that the general guidelines on bilingualism submitted by the University of Ottawa be accepted and applied to this University. We now are presenting what Laurentian understands these principles to mean as they apply to this University over the next five year period.

The lack of definition in the Government of Ontario's policy with regard to bilingualism makes it very difficult for an institution in Ontario to define its role and the extent of its commitment to bilingualism. We will attempt in this brief to define the context in which Laurentian University is required to fulfill its role as a bilingual university. The programme planning we will propose in this report, although not thoroughly explicated yet, must be understood in relation to the socio-cultural-geographic location of Laurentian University. In the vacuum of provincial directives or guidelines, we will be making proposals on the basis of programme relevance to the population concerned.

We note with interest the accuracy of the judgement expressed in the Symons Commission report (p.56):

"However, despite continued growth at the University of Ottawa and the founding of Laurentian University of Sudbury, as well as the great expansion of French language courses at most of the other universities of the Province, the Ontario system does not yet offer to Franco-Ontarians the opportunity to study in their own tongue the range and variety of courses which it has long been possible for English-speaking university students to take in their tongue in the Province of Quebec".

The report of the Commission on Post-Secondary Education in Ontario, *The Learning Society* (p.80), makes the same judgement:

"The education of Franco-Ontarians, as measured by rates of participation and achievement, has lagged behind that of the rest of Ontario's population by a wide margin".

When one adds to this the serious lack of adequate opportunity in the Province for anglophones to avail themselves of programmes of courses in the French language, then it becomes quite clear that Ontario needs to take very seriously into consideration the roles of bilingual post-secondary education institutions and provide these institutions with the proper level of funding to meet their objectives.

In the scope of a national policy on bilingualism, the region of Northeastern Ontario should take a major place. The region is unique in many ways, not least in that it exemplifies to a significant extent the national scene. This has too often been forgotten by members of the Federal Government (and many

others) who think of bilingualism in terms of Quebec versus the rest of Canada.

It should also be recognized that Laurentian University ought to take a prominent place in this endeavour both because of its human and social resources and because of its geographical location. It is in the centre of a region which offers on a smaller scale most of the challenges of bilingualism on a national scale.

### Bilingualism

The following is an attempt to define bilingualism as it is relevant to Laurentian University.

The basic outlook has recently been elaborated by the Planning Committee and is reflected in the first motion adopted by Senate at its 21 June 1973 meeting.

"That Laurentian University seek to develop into a University which is attractive to francophone and anglophone students because of the quality and the variety of educational experience available to them in the official language of their choice, and because of the opportunity which the University provides to all students to acquire an understanding of Canada's official languages and their respective cultures".

Vague as it may be, this statement of principle is more of an objective than a reality. The description of a bilingual University outlined in the report on bilingualism submitted to CUA by the University of Ottawa should guide us in choosing the best way of assuring a real and effective bilingualism.

- "1. A university that is concerned with the education of the two official languages and cultural groups in Canada.
- "2. A university that provides its services in each official language.
- "3. A university that welcomes with equal opportunity candidates from each official language and cultural group to the teaching and support staff, as well as to the student body.
- "4. A university in which staff and students have an equal opportunity to teach and study in the language of their choice, provided the academic and administrative standards are maintained and promoted.
- "5. A university that aims at capitalizing on the cultural resources of both language groups in the learning and research efforts of its faculties and schools".

In comparing such a definition with the present situation at Laurentian University, it becomes apparent that most of the efforts of the next five years must be oriented towards offering the franco-Ontarian population opportunities equivalent to those already available to anglophones. Thus, a realistic bilingualism policy in 1973, one which takes fully into account the present situation, will of necessity be one that favours the development of educational and social opportunities for Franco-Ontarians.

At the same time, the other side of this coin is the development of a programme that will introduce anglophones to an understanding of the French language and culture, at least to the level at which Franco-Ontarians participate in the language and life of an anglophone Ontario milieu. The fundamental premise of this approach is that true bilingualism as defined above in terms of mutual understanding cannot be achieved until and unless each group is assured of the respect and understanding of the other.

When calculating the cost of bilingualism there is a tendency, especially among unilingual persons, to forget that a significant part of such costs pertains to those who are not presently bilingual. We could even go further and show that the costs usually criticized under the heading of duplication can usually be attributed to unilingual individuals in a society which intends to meet an objective of bilingualism. In fact, most studies on bilingualism have tended to attribute the incremental cost of bilingualism to the offerings of small section courses in French. On the contrary, in as much as the francophones (those in Northeastern Ontario surely) are truly bilingual they could (and do) take courses in either language. If we assumed that anglophones would also and similarly be bilingual, a University could offer indiscriminately its courses in either French or English and be assured that all its students would have an equal opportunity of true selection. The present imbalance tends too often to put the francophone in a position where he *must*



take his courses in English, which definitely goes against the spirit of a minimum commitment on the part of this Province.

We understand therefore that Laurentian University must attempt to provide an equal educational opportunity to its francophone population while offering to its anglophone population the opportunity to accede to a working knowledge of French and a basic understanding of the French Canadian culture.

## Section I – The Context – Northeastern Ontario

### a) THE POPULATION

Northeastern Ontario comprises the districts of Algoma, Cochrane, Manitoulin, Nipissing, Parry Sound, Sudbury and Temiskaming. Its population of 582,385 inhabitants (1971 census) is scattered throughout a large geographic area covering 104,659 square miles. This represents a larger area than that of the United Kingdom and the Republic of Ireland added together. It is equivalent to half of France and larger than West Germany.

The Ontario Department of Treasury and Economic report *Design for Development, Northeastern Ontario Region* has put the finger on some of the crucial problems of Northern Ontario and the priorities to be met in order to redress the significant imbalance there exists in the Province.

More recently a few reports, amongst them the DREE report, insist on the need to increase the rate of development in Northern Ontario. Some ministers in recent visits to the north have begun to size up the numerous inequities present.

*The Learning Society* has recognized in the field of post-secondary education that there is a significant difference between the sparsely populated area of Northern Ontario and the concentration of southern and eastern Ontario. This "discovery" should be translated in concrete terms.

With the equalizing schemes of formula financing, the institutions of Northern Ontario had more to lose and they did. Under formula financing (plus a formula for emergence), Laurentian University had to cover a very large territory with a population having less schooling than that of any other part of Ontario; Laurentian University had to offer educational programmes in a quasi-vacuum of other cultural opportunities.

### b) THE NEED FOR POST-SECONDARY LEARNING

A native of a large urban centre would find it difficult to imagine the role played by an institution of post-secondary education in a small northern city.

It is a well-known fact that the cultural attainment levels in the Northeastern Ontario region have been considerably below provincial averages. It is hoped that the 1971 census results will show an improvement over the previous one, but will most probably still show the impact of the limited opportunities to post-secondary education for the population in this region.

An educational institution in this region has to be more to more people; the relative lack of other cultural programmes require from universities or colleges to give special attention to fulfilling this role. The type of advertisements of cultural events that fills weekly at least two pages in Toronto newspapers, may find one corner every now and then in northern papers. To give just one example to illustrate this point, let's look at the report on Public Library Statistics for 1970 where the rate of spending of the Metropolitan Toronto Library Board was \$7.95 per capita, while the Northeastern Regional Library System (Kirkland Lake) was \$3.60, the North Central Regional Library System (Sudbury) was \$4.01, the Algonquin Regional Library System (North Bay) was \$3.97 and the provincial average was at \$5.43. Attempting to build a post-secondary educational system across Northeastern Ontario becomes an even more enormous task when basic materials such as those normally contained in regional and public libraries are limited.

The needs of the population are great and varied. It will be impossible to meet them all completely in a short space of time. It is our contention that the best way of meeting such needs as rapidly as possible is not by creating new structures or institutions but by using to a greater extent the institutions already present in some of the areas of Northeastern Ontario. Laurentian University has prepared a five-

year plan and will pursue in this region its role in its own area of competence but it must be understood that in order to fulfill this basic role it must be more than a course-giving institution. So that being bilingual for Laurentian University in Northeastern Ontario must mean more than just giving courses in both French and English.

### c) THE FRANCO-ONTARIAN

One significant component of the bilingualism objectives at Laurentian University is the offering of adequate educational opportunity at the post-secondary level to the Franco-Ontarian. Let us first describe the overall situation of the Franco-Ontarian.

#### 1. Population

The 1971 Census reveals that there were 163,370 people whose mother tongue was French in Northeastern Ontario as compared to 482,045 for all of Ontario. This represents 28.05% of the total population of Northeastern Ontario (see Table 1). One-third of the francophone population of Ontario is living in this region. Since the 1961 Census, we note an increase of some 12,000 people, that is an increase of less than 8%, which is much below the rate of increase in Northeastern Ontario as a whole. There must be some reason for this. A more elaborate and detailed study would be more revealing, but a few general notes would suffice.

#### 2. Economic Situation

A recent study on the socio-economic situation of Franco-Ontarian family heads made by Professor Yvon Allaire and Jean-Marie Toulouse reveals that the average household earnings (\$10,752), and the revenue per capita (\$3,588) of Franco-Ontarians, is approximately 7% less than that of the average for the whole of Ontario. One may say this is an improvement over 1961 when the average revenue for Franco-Ontarians was 13% less than the Ontario average.

A special committee of the Senate in Ottawa published in 1971 a report on *Poverty in Canada* where it was estimated that 25.1% of Canadians lived in poverty. The above-mentioned study (p. 33-40) revealed that 25.3% of Franco-Ontarians lived in poverty in 1972 which is estimated to be much above the Ontario situation.

In a comparison between the north, the south and the east, this study of Franco-Ontarians revealed that the average revenue per capita in the north was \$3,558, the south was \$3,713 and the east was \$3,753 although the average revenue of the household was almost reversed; north-\$10,900, south-\$10,219, east-\$10,106. This would indicate that the size of the household is larger in the north. This shows that the level of revenue of Franco-Ontarians per capita in Northeastern Ontario is lower than that of Franco-Ontarians in other parts of the province. While waiting for relevant statistics, the two researchers estimated the Ontario revenue per capita as \$3,867; thus, the Franco-Ontarians of Northeastern Ontario would have a revenue per capita 8.7% lower than the average Ontarian.

#### 3. Education

The situation of Franco-Ontarians with respect to education has improved considerably since 1961. While in 1961, 79.6% of Franco-Ontarians (15 years and above and not attending school) had less than the beginning of their secondary school, the Study mentioned above and based on 1972 data reveals that this has dropped to 56.8%. In 1961 only 3.69% of Franco-Ontarians had a university degree; this has gone up to 6.64%.

The average years of schooling further illustrate that the population of the north is well behind other parts of Ontario: 8.9 years for the north, 9.4 for the south and 10.1 for the east (see table 2).

*The Learning Society* report emphasized this even further: "The education of Franco-Ontarians, as measured by rates of participation and achievement, has lagged behind that of the rest of Ontario's population by a wide margin. In 1961, the last year for which we have complete figures, the census recorded a spread of nearly 14 per cent between the proportion of 15 to 18-year-old Franco-Ontarians attending school and the proportion of the same age group in the province as a whole (62.4 per cent as compared with 76.3



per cent);...“p. 80). The report then summarizes some of the historical facts which are at the basis of this disparity. (Read at least p. 80-83).

Considering the tables included at the end of the Symons Report on French Language Secondary Education, we note on page 74 that in September 1971, 44.9% of the enrolment in the French language elementary school was in Northeastern Ontario. On page 75, we note that 44% of the enrolment of French-speaking pupils in secondary schools were from Northeastern Ontario. Finally, on page 76, 46.9% of all enrolments (8,238 of 17,561) in the *French language* secondary schools in Ontario were from this region. We hope this is sufficient to illustrate the point that there is a tremendous demand building up in the elementary and secondary schools for adequate programmes, facilities at the post-secondary levels.

At present such opportunities are limited to Laurentian University, Le Collège de Hearst and l'Ecole Normale de Sudbury. This is totally inadequate. We understand some attempts are being made by Cambrian College to offer a few courses; we fully encourage their venture but cannot but note that they will soon find as we find now that we cannot give an adequate educational programme to Franco-Ontarians (or to anyone for that matter) by offering just a few courses here and there. It is our hope that the government will understand this from our experience and make funds available to a variety of post-secondary institutions in Northeastern Ontario, so as to make accessibility to post-secondary education for Franco-Ontarians a fact.

The University of Ottawa plays a significant role in the education of Franco-Ontarians. It is acknowledged that any planning at Laurentian University will have to take into account what is available at the University of Ottawa. As a point of fact, we are presently discussing with the University of Ottawa ways of cooperating in order to offer in this region required graduate programmes in French.

No adequate projection exists on Franco-Ontarians. We have attempted in Table 3 to estimate in the next five years the 18–21 year-old Francophone group in Northeastern Ontario. We believe this figure to be on the modest side, but sufficient to give us an idea of the group at the door step of post-secondary institutions of Northeastern Ontario.

Table 4 gives us the population by age groups 15–19 and 20–24 as reported by Statistics Canada in the 1971 census.

## Section II – Laurentian University

### a) THE PAST

This is the context in which Laurentian University is required to operate. The University was created in 1960 as a federation of universities, but one must realize that it was effectively replacing the University of Sudbury which had been assuming the senior years of Le Collège du Sacré-Coeur since 1956 and awarding its own baccalaureate degree.

Since 1913, Le Collège du Sacré-Coeur had been the single post-secondary institution for the French-speaking population of Northeastern Ontario and Northern Quebec (and for a long time the only French secondary school in the area.) Its disappearance was bound to leave a vacuum which was expected to be filled on the one hand by the French secondary schools and on the other by Laurentian University. Laurentian then had not only a bilingual mission (if this is to be understood in terms of services in both languages), but also an explicit requirement to continue fulfilling the role of Le Collège du Sacré-Coeur with regard to francophones of the North. This was understood perfectly by the founding fathers of the University, but it seems to have been lost during the last decade. Tables 5, 6 and 7 illustrate this point as far as course offerings were concerned. Certainly the center of French culture that Le Collège du Sacré-Coeur represented was lost. There is a significant and expressed need to recreate such a milieu.

One point must be made first. Students when they register in the University are asked to declare whether they are enrolling in the English section or the French section; this usually reflects the language of instruction in which they will take *most* of their courses. Since the academic year 1966–67

they have been asked to declare their mother tongue, mainly for the benefit of Statistics Canada. Finally, a compilation of information by actual enrolment in courses could give us a further breakdown into French and English. The various meanings of these approaches are exemplified for the francophones in Table 8. This table illustrates quite dramatically that the distance between mother tongue French and receiving instruction in French is widening. This we take as meaning that we do not offer enough programmes and courses to cover the range of interest of our Francophone students. While traditionally students tended to concentrate in programmes offered by the Faculty of Arts, recent shifts towards professional areas posed a sizable problem to Laurentian University in its francophone programme. Since the programme offered in the Arts is already quite minimal a shift of resources to develop these new areas would have implied the deletion of programmes which still answer a basic need. Obviously we need to offer a greater variety of programmes to satisfy a greater variety of needs. We will build our arguments on the assumption that we are expected by the Government of the Province and by our objectives as a bilingual university to reduce the number of disciplines where francophone students cannot have any instruction in their own tongue.

For the purpose of this brief we will be using most of the time the enrolment by section as a basis for analysis on programmes but we will be projecting our need in order to meet the population whose mother tongue is French.

Tables 5 and 6 present in parallel the enrolment of students in one or the other section and the number of courses offered to each. Table 7, in a closer scrutiny of the same data, reveals that the relation of enrolment to course offering has been quite erratic indeed, but especially in the French section. In the English section, an increase in student enrolment usually reflects an increase in the number of courses offered; the reverse is not necessarily true, i.e. 1971-72 and 1972-73. What appears to be significant in the French section is that since 1968-69 (after the creation of professional schools) the course offerings have been declining more rapidly than the enrolment in French. Also, it seems that the French course offerings have taken the brunt of the financial squeeze of the last two years. This state of affairs may prove that without the kind of planning that Laurentian has recently done more distortion such as these would recur.

While the previous data presented only the situation of full-time students, table 9 and the graph in table 10 give a more comprehensive picture as to the total number of courses offered by Laurentian University. This reinforces again the growing importance of our sector of continuing education and the role Laurentian has to play in that area. As in its part-time programme offered in English, Laurentian has been serving a francophone part-time population mainly involved in the teaching profession. We are aware of the need to diversify our appeal to the population and plan to respond to other needs. This task will be long and involved and tangible results should not be expected within this five year span, given the basic education level of the francophone population as described above.

#### b) THE PROGRAMMES

During the early years Laurentian University offered a general programme in arts and science in both languages. The programmes in English soon evolved into more elaborate specializations while the programme in French was being contracted to the Arts sections with Français, History and Psychology teaching most of the students. Then Sociology grew and took its share of the French students. A few other disciplines in the humanities and social sciences congregated around these to give us the picture as presented in tables 11 and 12. Although these figures represent nothing to boast about, they do present a true view of what Laurentian University did with meager resources. (We used 1970-71 and 1972-73 because we have reported the cost of bilingualism in those years).

Table 11 indicates that Laurentian attempted to be free of the well-known "chicken and egg" situation: no programme, no students; no students, no programme. We offered programmes leading to an honours degree in Français, Sociologie, Histoire and Psychologie. The low staff student ratios illustrate well the role and the need of the special bilingual grant. Concentrations or Majors (a sequence of five courses) were available in Science politique, Philosophie and Sciences Religieuses with the last two never receiving special bilingual grants since they were offered by the University of Sudbury, a denominational partner of Laurentian University.



In 1972–73 the courses available did not grow significantly but their distribution was such as to offer a greater variety of programmes. Honours programmes were available in Français, Sociologie, Psychologie, Histoire and Science politique. The programme in Translation was fully available to French-speaking students. Concentrations were available in Philosophie (University of Sudbury), Sciences Religieuses (University of Sudbury) and Géographie. A continuation (a series of three courses) is available in Economics. An introductory course is offered in each of Chimie, Physique, Service social. It must also be understood that all of these programmes can be offered only through rotation of course offerings.

This small collection of offerings is fulfilling the needs of only 45.5% of francophone students (see table 13). It offers very little gratification to the 41.3% enrolled in the Professional Schools. Students in the Professional Schools may still have among their electives quite a few courses offered in French. This is judged as being insufficient and inadequate. This imbalance is what Laurentian's report *Planning for Tomorrow* proposes to rectify.

Table 14 offers another version of the distribution of students across the University, but this time on the basis of enrolment by section. A comparison between tables 14 and 13 illustrates to some extent what we were saying before: that students enrol in the language section from which they expect to take the major part of their courses. Even then 37% of students enrolled in the French section are taking their courses in the Professional Schools where with the exception of the School of Translators practically no courses are being offered in French.

### c) THE PLANNING

In its report *Planning for Tomorrow* Laurentian University has set a prominent place for bilingualism in all its forms. Appendix B presents a series of resolutions approved by Senate on the recommendation of the Planning Committee. The Commission on Post-Secondary Education in Ontario had clearly stated in its report, *The Learning Society*, that "Ontario's second bilingual university, Laurentian University in Sudbury, faces a more severe test. If it is to serve adequately the French-speaking people within its region, it will have to make the necessary changes in its goals and priorities". (p. 86).

The studies to put in effect the recommendations of our planning report have just started, but we can already see a direction coupled with a sense of urgency.

In order to meet the recommendation that "a fair and equitable balance of French language and English language programmes" be attained, it is necessary to review what is being done in the light of the five priorities adopted by Senate. (Appendix C).

Under *Priority one*, Laurentian does not at the moment offer in French a basic programme for both full-time and part-time students in all the disciplines presently represented in the University calendar. A study already under progress will indicate which of these disciplines should offer a basic programme.

Under *Priority two*, many courses in Canadian Studies are available in French. It may be difficult to have any programme offered in French meet the criteria of "substantial demand" if such criteria are to be defined indiscriminately and uniformly across the University. This whole brief has indicated that "*qua* University and *qua* regional University" Laurentian has a central role to play in offering post-secondary educational opportunities to Franco-Ontarians and in offering Anglophones the opportunity to learn the French language and to appreciate its culture.

Under *Priority 3*, no graduate programme is presently offered in French. Studies are being made on the possibilities and feasibility of offering graduate programmes in French in cooperation with the University of Ottawa.

The special bilingual grant has made it possible for Laurentian University to have the necessary resources to maintain a few more complete undergraduate programmes under *Priority 4*.

We wish to illustrate by using concrete examples how Laurentian University could develop a schedule of programme development in order to meet within the next five years some of the needs of the

Franco-Ontarian population as well as offering a challenging programme to our Anglophone population. It is to be understood that this presents only a draft and not a plan approved by Senate. There may be many variations of these offerings but we maintain that the overall objectives should be maintained.

Discipline	Presently offered	To be offered
Français	Honours programme	Honours programme
Philosophie (U. of S.)	Concentration	Concentration
Sciences Religieuses (U. of S.)	Concentration	Concentration
French and other disciplines	—	a significant language and cultural-oriented programme 1975–76
Economie	Continuation	Concentration 1978–79
Géographie	Concentration	Concentration 1975–76
Histoire	Concentration	Honours 1976–77
Political Science	Concentration	Honours 1977–78
Psychologie	Concentration	Concentration
Sociologie/Anthropologie	Honours	Honours
Chimie	one course	General Science programme concentration 1976–77
Physique	one course	
Mathématique	one course	
Other science disciplines		
Commerce	—	Continuation 1977–78
Education physique	one course	Continuation 1977–78
Service Social	one course	Concentration 1978–79
Traducteurs	Honours	Honours
Anglais (second language)	—	Continuation 1978–79
(Strengths: French-Canadian literature jointly with Social Sciences)	—	Graduate programme 1977–78
(Assuming integration of Ecole Normale)	—	Honours programme in education 1978–79
<b>Code:</b>	Honours programme implies a 12 course programme Concentration implies a 5 course programme Continuation implies a 3 course programme.	

Pursuing our example, if these objectives have been defined, it is a simple matter to project the number of professors needed to offer this programme taking into consideration not only the internal requirements of a discipline, but also the inter-relatedness of disciplines that could build a more articulate approach to a given subject matter. Our tentative projection of faculty is included in Table 15. Again we add the caution that these figures should be considered as projections which serve on the one hand to illustrate the meaning of our planning report and on the other to help us present at this time to CUA a cost analysis for the next five years.

We have also included the professors needed to teach the special language courses required by the University's planning, but we preferred to set them in a separate category not to create any confusion.

#### d) STUDENT PROJECTIONS

Taking into account Table 3, an effort is made to project our student population over the next five years. Table 16 gives us a total picture. Of particular interest in these projections is the comparison of columns 3 and 5. In column 3 it is assumed that Laurentian would continue to offer a programme centered in the Arts as we are doing now. We would have enrolled in the French section 256 students out of 462 francophones, i.e. 55%. In column 5 we have assumed the programme as projected in the previous section.



We note 420 students in the French section out of 462 francophones. Thus, if our projections are correct and assuming that the enrolment by section is close to the actual classroom enrolment in FTE, we would be serving more than 90% of the French-speaking population on campus. We also believe that offering more programmes in French will have a compounded effect in attracting more students to Laurentian who presently go elsewhere.

These figures may be modest since our projections show that only approximately 4% of the 18 to 21 year-old francophones in Northeastern Ontario would be attending Laurentian University. This may be expected to improve because in certain fields we are attracting students from other parts of the province or country and because the French secondary schools will help increase the proportion of francophones continuing on to university.

Table 17 summarizes for us the enrolment actuals in the French section and total university since 1960, plus our projections for the next five years.

#### e) *THE SOCIO-CULTURAL REQUIREMENTS*

The description of the context in which Laurentian University was trying to create a bilingual milieu has illustrated the need to reinforce the social and cultural aspects of the life of Franco-Ontarians.

At several meetings (during the recent planning exercise) with the Sudbury community and with students at the University, it was clearly pointed out that Laurentian does not present a bilingual or bicultural image, but on the contrary, it reflects an anglophone milieu as does Sudbury itself.

During the past few years, scattered efforts by groups and individuals on campus have provided a taste of cultural nourishment which the Franco-Ontarian population has craved for a long time. In drama, local creations were played and toured Northeastern Ontario. Coffee-house activities were initiated and are flourishing. Literary creations have been started and show promise. The Ciné-Club is pursuing its programme with the help of the Secretary of State. Groups in Sudbury, Hearst, Haileybury, Earleton are being developed by former Laurentian students.

In 1972-73 an "animateur" was hired by Laurentian to help motivate and inform the francophone students. This proved quite stimulating in as much as it was an effort at regrouping all francophone activities on campus and to provide more adequate communication and cooperation. A two-day seminar "Franco-Parole" was organized; students and faculty met to discuss the social, cultural and academic situation at Laurentian University. Many important recommendations stem from that report. This was followed by "La nuit sur l'étang", an all-night social and cultural manifestation through the medium of poetry, drama and music. Participants came from every part of Northeastern Ontario, from Hearst to North Bay and from Sturgeon Falls and Sudbury.

Our list of achievements is very short indeed, but we are proud of it because it was a start made against so many odds that one would think it is a lost cause. Much more has to be done. We cannot afford to hear any more criticism that Francophones are not "at home" at Laurentian. Development of a social and cultural milieu which reflects the francophone life is a must.

As mentioned earlier in this brief, unless and until we develop on the Laurentian campus a milieu where Francophones feel "at home", we cannot expect to have a bilingual university. Only then will bilingualism begin to be possible.

### **Section III — Some Costing Analyses**

We refer first to the report of the Commission on Post-Secondary Education in Ontario: Recommendation 82: "Funds should be allocated to institutions to meet higher costs arising from the normal operation of French-language programmes on the basis of an objective formula. Grants, on a short term basis, should also be available to institutions establishing or expanding French-language programmes to offset extra costs resulting from the initial recruiting of additional teaching and support personnel and from the development of bilingual libraries". p. 93.(plus relevant section, p. 90).

We should stop kidding ourselves, bilingualism is costly; mainly in human resources, but also in physical resources. To date, various reasons have been found to avoid providing the funds to meet the real costs of bilingualism. While politicians and university administrators argue as to which set of assumptions or definitions should be used, nothing is done. We hope everyone concerned is past this stage.

In the past we have accounted for our actual costs and we have compared them with the revenue generated by our activities. The summary of our report on the cost of bilingualism for 1970-71 as reported in our brief to CUA, dated December 6, 1971, is contained in Appendix D. The report for 1972-73, sent to Dr. R. Gerstein last July, is appended as Appendix E.

Now we are endeavouring to project the future costs, an ordinarily difficult task made even more difficult because it is being drawn with reference to too many uncertainties.

First, we do not believe that a uniform formula for all of Ontario will meet the very diversified needs of the many institutions concerned. In particular, the 5% formula is totally unrealistic as far as Laurentian University is concerned at this stage of our planning. It would be a death-blow to our planning on bilingualism.

Thus, we are offering Table 18 for CUA's consideration. This is an attempt at rationalizing the cost of bilingualism on the basis of programme analysis. Our earlier studies, tentative as they may be, brought us to the conclusion that a definite number of faculty members were necessary in each of the following years in order to meet the programme objectives we had projected (see Table 15). The number of faculty needed for a programme is used as the basis for determining the cost of the programme.

Using also our projections of student enrolment (Table 17), we can estimate the revenue to be generated. The bilingual grant would then consist of the difference between our costs and the revenues generated. We estimate the amount of this grant to be minimal and reasonable. The figures have not been inflated on the assumption that the grant would be reduced on this account.

A number of other areas are not adequately covered in this costing analysis and we hope in the near future to be able to provide CUA with our detailed projections. Two main areas which are of concern to us are: the development of our library in French and the cost of expanding our off-campus part-time programme offerings. The first as recommended by the Commission on Post Secondary Education would require special grants to replenish and expand existing collections as well as develop new areas of purchases to meet the need of the new programmes. Our off-campus operation if it is expected to reach a significant but scattered French population outside of Sudbury (refer to Table 1), must have the necessary funds to offset the cost of travel, of time lost in travelling and of the materials not available in those centres.

The present arrangement, with an annual announcement (usually in March) of the amount of the bilingual grant for the coming academic year, is seriously inadequate. For it makes academic programme planning impossible. What this University needs, and what we are requesting, is a commitment to funding on a five-year basis of the sums included in Table 18, No. 13, plus an annual amount necessary to cover the additional costs of goods and services for the period. Our calculations include the revenue projected from student enrolment which will go to meet a growing portion of these costs. If enrolment increases beyond these projections, the development of programme offerings could be accelerated. What is essential is a minimum base support to enable the programme to be developed.



Table I

1971 CENSUS OF CANADA POPULATION  
(Mother Tongue)

Census Division	Total	English	French	% of Total	Others
Ontario	7,703,105	5,971,570	482,045	6.26	1,249,494
Algoma	121,935	90,805	12,495	10.25	18,635
Cochrane	95,840	38,450	47,100	49.14	10,290
Montoulin	10,930	8,330	105	0.96	2,705
Nipissing	78,870	49,230	25,880	32.81	3,760
Parry Sound	30,245	27,785	920	3.04	1,540
Sudbury	198,080	109,430	63,895	32.26	24,755
Temiskaming	46,485	30,315	12,975	27.91	3,195
	582,335	354,025	163,370	28.05	64,880

Franco-Ontarians of Northeastern Ontario represent 33.89% of total French population of Ontario.

Table 2

From: Yvon Allaire et J.M. Toulouse: *Situation socio-économique et satisfaction des chefs de ménage franco-ontariens*, Ottawa, avril 1973, p. 58.

DISTRIBUTION OF FAMILY HEADS AS TO THEIR EDUCATION  
AND GEOGRAPHICAL LOCATION

REPARTITION DES CHEFS DE MENAGE SELON LE DEGRE  
D'INSTRUCTION ET LA REGION GEOGRAPHIQUE

	Nord		Sud		Est	
	Nombre	%	Nombre	%	Nombre	%
Moins de la 5e année	38	9.1	4	2.0	25	5.4
5e – 10e	223	53.4	111	56.6	207	45.3
11e – 13e	102	24.4	50	25.5	117	25.6
Quelques années d'université Few years in university	21	5.0	15	7.6	39	8.5
Obtenu un diplôme universitaire et études graduées University degree	33	7.8	16	8.1	69	15.0
Total	417		196		457	
Pas répondu	1		2		2	
Médiane	9e		9e		10e	
Moyenne	8.9		9.4		10.1	

$\chi^2 = 31.70, dl = 8, p < .001$



Table 3

## Projection of Francophone Population

Year	1 Total Ontario	2 Total N.E. Ont.	3 Francophones Ontario	4 N.E. Ont.	5 Based on 1971 Census Ontario (Dr. Sheffield)	6 Projection 18-21 years old %	7 N.E. Ont. A	8 Francophones Total Ontario	9 N.E. Ont. B
71-72	7,703,105	582,335	482,045	163,370	487,600	6.3	10,292	30,368	8,518
72-73	7,875,000	595,000	491,000	166,897	490,900	6.2	10,347	30,442	8,538
73-74	8,045,000	608,500	502,000	170,684	504,750	6.3	10,753	31,626	8,871
74-75	8,210,000	630,000	513,000	176,715	529,477	6.4	11,309	32,832	9,209
75-76	8,385,000	647,000	524,000	181,483	549,102	6.5	11,796	34,060	9,553
76-77	8,555,500	657,218	535,574	182,386	520,204	6.1	11,125	32,670	9,163
77-78	8,720,000	665,000	546,000	186,532	586,580	6.7	12,497	36,582	10,261
78-79	8,950,000	680,000	557,000	190,740	604,150	6.7	12,761	37,319	10,467

Col. 1. Ontario total Government projection available on 5-year basis.  
Blanks filled on the basis of graphical projection.

Col. 2. Assuming 7.6% of total Ontario (as in 1971 Census) to continue over next five years.

Col. 3. Assuming to continue as 6.26% (as in 1971 Census) of the total Ontario population.

Col. 4. Assuming to continue as 28.05% (as in 1971 Census) of the total N.E. Ontario population.

Col. 5. Government figures (Dr. Sheffield) available on yearly basis.

Col. 6. Col. 5 as a % of Col. 1.

Col. 7. Assuming that the N.E. Ont. francophone 18-21 age group will be same proportion as francophones in N.E. Ontario % in Col. 6 applied to Col. 4. (In fact the 18-21 age group in N.E. Ontario and of the Francophone population is proportionally greater than the Ontario 18-21 age group. Thus the figures could be considered as being modest.)

Col. 8. Assuming that total 18-21 age group for francophones in all of Ontario is same % of total francophones in Ontario in Col. 6.

Col. 9. Calculated as 28.05% of Col. 8 (28.05% being: 1971 Census, Col. 4 as % of Col. 3).

Statistics Canada  
1971 Census of Canada  
Population (Age Group)  
Catalogue No. 92-715

Table 4

## AGE GROUP

1971	15-19	%	20-24	%	Total
Ontario	713,365	9.26	674,135	8.75	7,703,105
Algoma	12,450	10.21	10,250	8.40	121,935
Cochrane	10,265	10.71	8,020	8.37	95,838
Manitoulin	1,155	10.57	660	6.04	10,930
Parry Sound	3,040	10.05	1,935	6.40	30,245
Nipissing	8,315	10.54	5,875	7.45	78,865
Temiskaming	5,100	10.97	3,545	7.63	46,485
Sudbury	20,940	10.57	19,760	9.98	198,080
Total Northeastern	61,265	10.52	50,045	8.59	582,375



Table 5

FULL TIME DAY COURSES  
COURS DU JOUR A PLEIN TEMPS  
STUDENTS / COURSES -- BY SECTION  
ETUDIANTS / COURS -- PAR SECTION

SECTION	ENGLISH ANGLAISE				FRENCH FRANCAISE			
YEAR ANNEE	STUDENTS ETUDIANTS	%	COURSES COURS	%	ETUDIANTS STUDENTS	%	COURS COURSES	%
1961-62	166	65.	48	59.2	89	34.9	33	40.7
1962-63	200	75.7	78	70.9	64	24.2	32	29.0
1963-64	276	76.4	78	75.7	85	23.5	25	24.2
1964-65	436	78.4	101	76.5	120	21.5	31	23.5
1965-66	769	85.3	119	73.0	132	14.6	44	26.9
1966-67	956	84.6	197	74.6	174	15.4	67	25.3
1967-68	1089	85.4	234	75.2	180	14.2	77	24.7
1968-69	1242	82.8	294	80.5	258	17.20	71	19.4
1969-70	1558	87.8	306	79.2	215	12.12	80	20.72
1970-71	1829	87.4	393	80.6	263	12.57	94	19.3
1971-72	1764	87.1	390	80.2	259	12.80	96	19.75
1972-73	1623	85.1	392	83.9	235	12.29	75	16.05
TOTAL	11908	84.7	2,630	78.5	2,074	14.7	725	21.6

NOTE: Each student is asked to register in either the English section or the French section.

On exige de chaque étudiant qu'il s'inscrive dans l'une ou l'autre des sections anglaise ou française.

Table 6

Comparison of course offerings and enrolments in the French section  
 Comparaison entre les cours offerts et les inscriptions dans la section française

Plein temps - section française

Les cours du jour présentés comme % du total \_\_\_\_\_

Les étudiants inscrits dans la section française  
 présentés comme % du nombre total des étudiants -----

French full-time courses presented as % of the  
 total number of all full-time day courses \_\_\_\_\_

Students in French section presented as % of the  
 total number of students registered in full-time -----

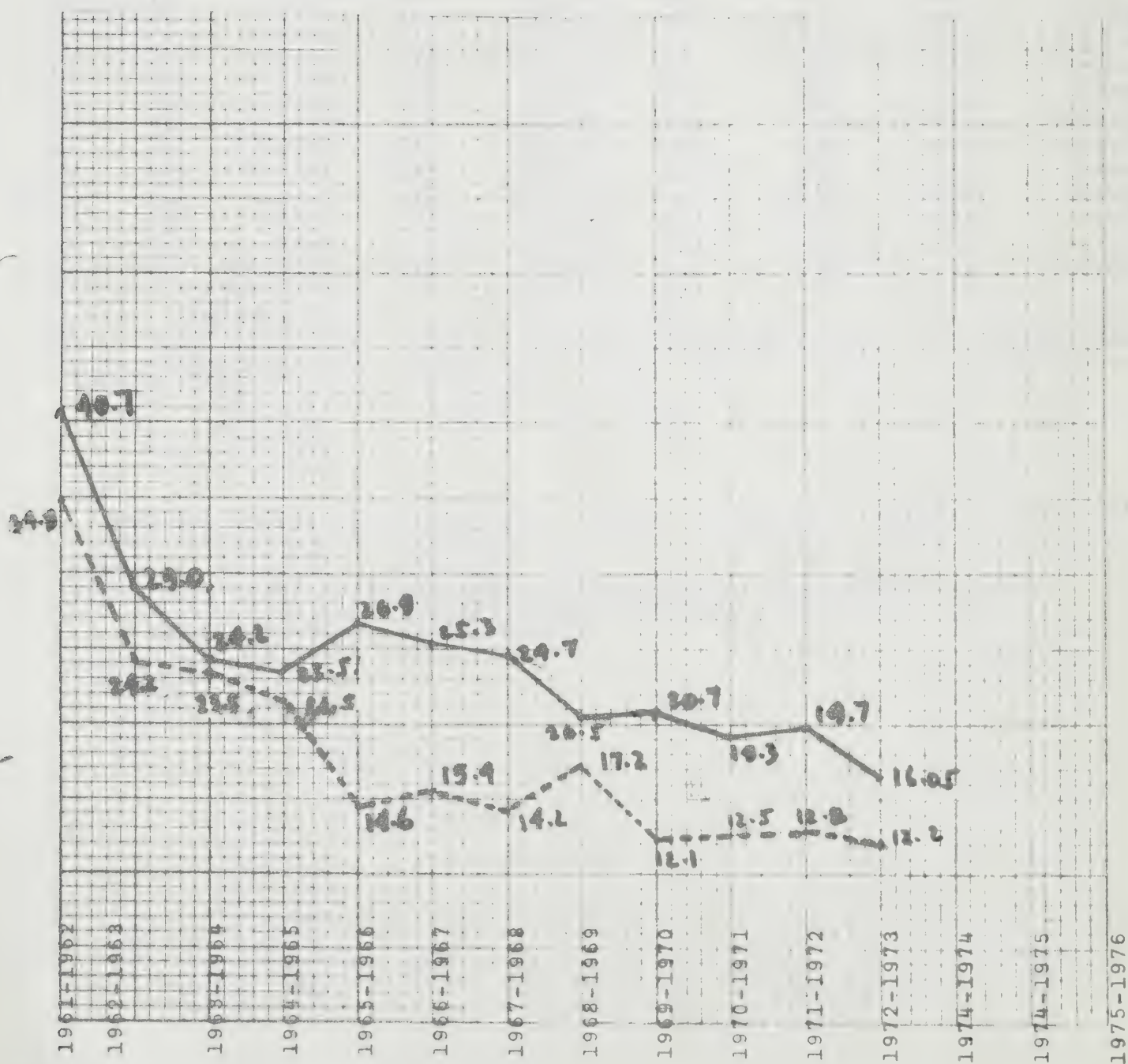




Table 7

Variations dans le nombre de cours et inscription  
dans les sections (Françaises et Anglaises)

Variation in the number of courses and students  
in sections (English and French)

Year Année	ENGLISH SECTION ANGLAISE			FRENCH SECTION FRANCAISE		
	Students/Etudiants			Courses/Cours		
	a	b	c	a	b	c
1961-62	166			48		
		34	20.4		30	62.5
1962-63	200			78		
		76	38.0		--	--
1963-64	276			78		
		160	57.9		23	29.4
1964-65	436			101		
		333	76.3		18	17.8
1965-66	769			119		
		187	24.3		78	65.5
1966-67	956			197		
		133	13.9		37	18.7
1967-68	1089			234		
		153	14.0		60	25.6
1968-69	1242			294		
		316	25.4		12	4.0
1969-70	1558			306		
		271	17.4		87	24.2
1970-71	1829			393		
		-65	-3.5		-3	-0.7
1971-72	1764			390		
		-141	-7.9		+2	0.5
1972-73	1623			392		

a) Nombre des étudiants ou cours

b) Variation

c) b exprimé comme %

## Study of francophone enrolments

## Etude des inscriptions francophones

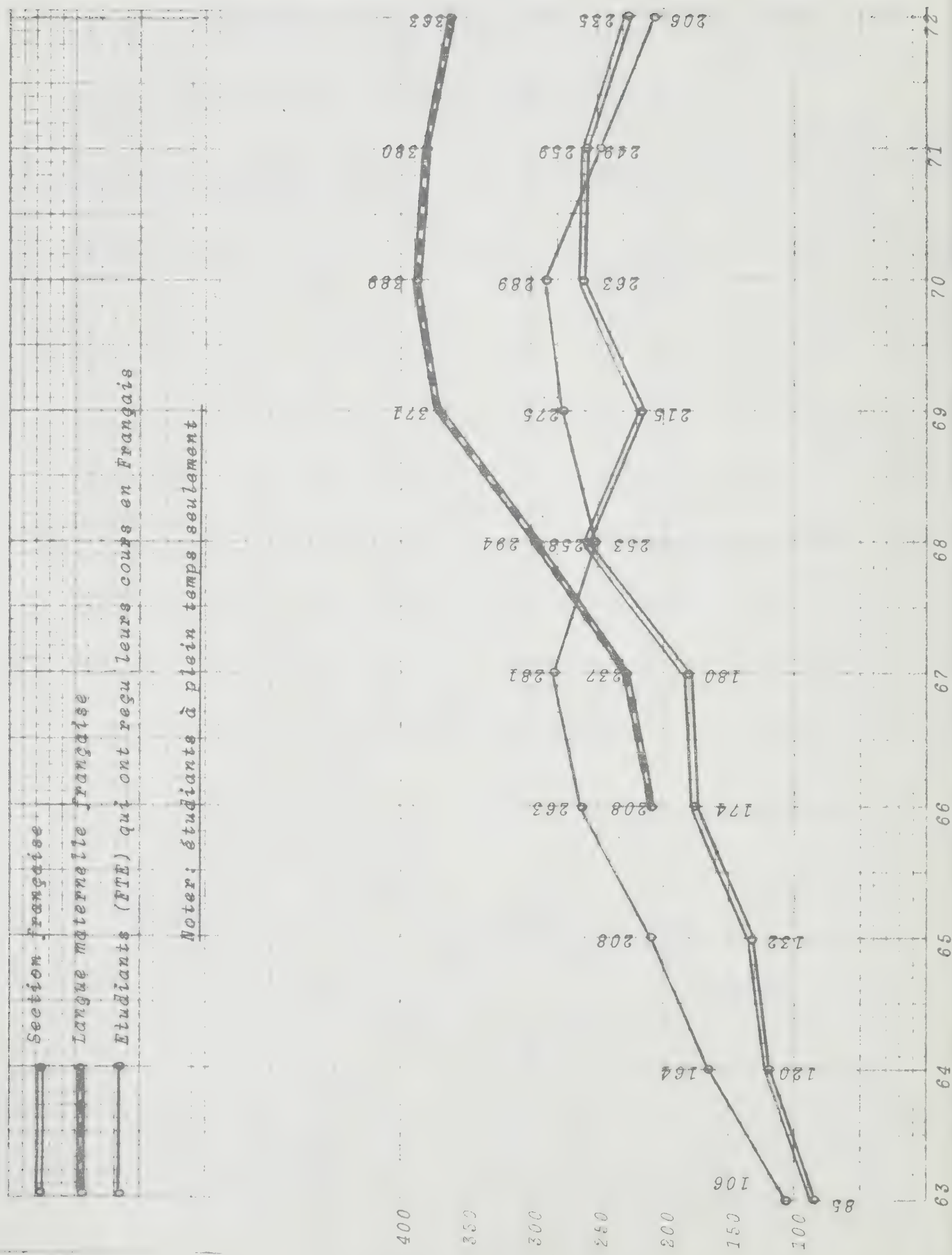




Table 9

REPARTITION DES COURS EN SECTION FRANCAISE ET ANGLAISE  
DISTRIBUTION OF FRENCH AND ENGLISH COURSES

	A		B		C		D		TOTAL COURSES		
	E	F	E	F	E	F	E	F	E	F	
1960-61	35	32	24	16	-	-	16	4	75	52	127
1961-62	48	33	34	7	-	-	17	6	99	46	145
1962-63	78	32	38	9	5	1	18	7	139	49	188
1963-64	78	25	34	8	10	2	23	8	145	43	188
1964-65	101	31	26	9	10	-	19	10	156	50	206
1965-66	119	44	28	10	18	3	27	10	192	67	259
1966-67	197	67	34	14	21	4	28	15	280	100	380
1967-68	234	77	40	9	6	3	40	21	320	110	430
1968-69	294	71	52	17	11	2	39	19	396	109	505
1969-70	306	80	61	25	20	2	58	27	445	134	579
1970-71	393	94	66	16	27	5	77	22	563	137	700
1971-72	390	96	70	7	28	5	63	17	551	125	676
1972-73	392	75	84	14	58	14	72	22	606	125	731

A - Fulltime, Sudbury - Plein Temps

B - Extension Sudbury

C - Extension Outside Centers - Centres Extérieures

D - Summer - Eté

French course offerings  
(i.e. courses in Français,  
French and all other  
Departments taught in  
French language)

1960-1961 to

La présentation des cours Français  
(c'est à dire cours de Français, French et  
les autres départements ayant  
des cours enseignés en  
Français)

1972-1973

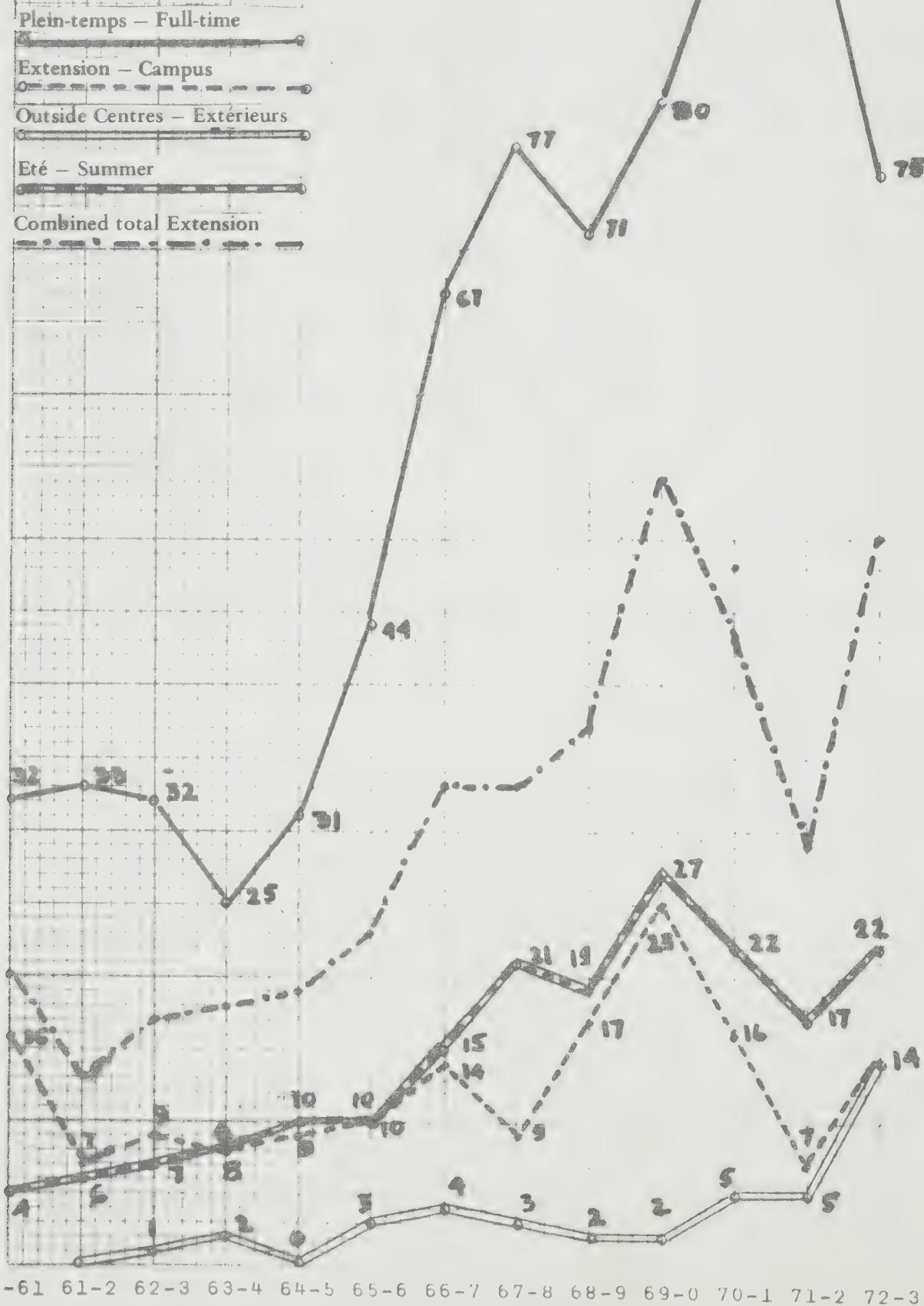




Table 11  
 Profile – Profil  
 1970–71

	No. of Courses Nos. de cours	Course registrations Inscriptions	Professors Professeurs FTE
Astronomie	1	8	1/2
Espagnol	1	10	1/3
Géographie	2	29	2/3
Histoire	12	108	4
Science politique	6	69	2
Psychologie	11	97	4
Sociologie	11	104	3.2/3
Français	28	403	9.1/3
	72	828	24.1/2
Hors campus	4	68	1.1/3
Eté	16	265	5.1/3
	92	1161	31.1/6
		232.2 FTE	

Faculty-Student ratio  
 Rapport professeur-étudiant 1 à 7.44

University Faculty-Student ratio  
 Rapport ensemble de l'Université 1 à 11.8 (M.C.U.)

**Federated colleges**  
**Collèges fédérés**

Philosophie	6	73	2
Science rel.	6	110	2

Table 12  
Profile – Profil  
1972–73

	No. of courses Nos. de cours	Course registrations Inscriptions	Professor's Professeurs FTE
Chimie	1	20	1/2
Economie	3	19	1
Géographie	4	54	1.2/3
Histoire	9	51	3
Physique	1	15	1/2
Science politique	7	55	2
Psychologie	10	69	4
Sociologie/Antro.	15	118	5.1/3
Service Social	1 + Field work	8	1.2/3
Traducteurs	6	130	2.1/3
Français	16.5	327	5.2/3
Total Sudbury hiver	73.5	866	27.2/3
Hors campus hiver	8	106.5	2.2/3
Eté Sudbury	12	188.5	4
Eté Hors campus	4	84	1.1/3
	97.5	1,245	35.2/3
		249 FTE	
Faculty-Student ratio Rapport professeur-étudiant		1 à 6.99	
University Faculty-Student ratio Rapport pour ensemble de l'Université		1 à 10.7	
Federated Colleges Collèges fédérés			
Philosophie	5	55	1.2/3
Science rel.	5	45	1.2/3

Table 13

September 18th enrolment Total  
Distribution by mother tongue and programme

	ENGLISH	FRENCH	French as % of last COLUMN	OTHER	N/A	TOTAL
Arts	419	140	22%	70	12	641
Arts Honours	156	25	12%	20	-	201
Science	92	3	22%	15	6	145
Sc. Honours	48	16	21%	12	-	76
Subtotal A. & Sc.	715	213	20%	117	18	1063
Commerce	7 137	2 39	19%	1 21	8	10 205
Engineering	36	7	12%	13	2	58
Nursing	48	10	15%	9	-	67
Physical Education	18 176	3 43	18%	- 10	- 2	21 231
Social Work	76	20	20%	4	2	103
Translators	110	26	17%	16	2	154
Subtotal P.S.	608	150	18%	74	16	848
TOTAL	1323	363	19%	191	34	1911

46% of all francophone students are enrolled in the Arts  
13% in the Sciences  
41% in the Professional Schools



Table 14

SEPTEMBER 18th ENROLMENT  
Distribution by Section

	ENGLISH	FRENCH	% COLUMN TOTAL	N/A	TOTAL
Arts	517	101	15.8	23	641
Arts Honours	180	21	10.4	-	201
Science	122	17	11.7	6	145
Sc. Honours	67	9	11.8	-	76
Sub Subtotal A. & Sc.	886	148	13.9	29	1063
Commerce	9 178	1 22	10.7	5	10 205
Engineering	55	1	1.7	2	58
Nursing	61	6	9.0	-	67
Physical Education	18 210	1 19	7.9	2 2	21 231
Social Work	88	12	11.8	2	102
Translators	123	25	16.2	6	154
Subtotal P.S.	742	87	10.3	19	848
TOTAL	1628	235	12.3	48	1911

52% of all students in the French section are enrolled in the Arts  
 11% in the Sciences  
 37% in the Professional Schools

PROFESSEURS - PROJECTIONS EN "FTE"  
Faculty projections - An illustration only

	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>	<u>76-77</u>	<u>77-78</u>	<u>78-79</u>
<u>HUMANITES</u>							
Français	5.2/3	5	5	6	6	7	7
Philosophie (U.de S.)	1.2/3	2	2	2	2	2	2
Sc. Religieuse (U. de S.)	1.2/3	2	2	2	2	2	2
Total: L.U.	5.2/3	5	5	6	6	7	7
U. de S.	3.1/3	4	4	4	4	4	4

	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>	<u>76-77</u>	<u>77-78</u>	<u>78-79</u>
<u>SCIENCES SOCIALES</u>							
Economie	1	1	2	2	2	2	3
Géographie	1.2/3	1.2/3	2	3	3	3	3
Histoire	3	3	3	3	4	4	4
Sc. Politique	2	2	3	3	3	4	4
Psychologie	4	3	3	3	3	3	3
Sociologie/Antro	5.1/3	5	5	5	5	5	5
Total:	17	15.2/3	18	19	20	21	22

NOTE: - Professeurs engagés dans l'enseignement seulement, - Teaching complement only.  
 - Programme de Sudbury seulement. - Does not include outside centers.  
 - "Français" does not include "French". It is our contention that because we are a bilingual university our offering in "français" is more elaborate than at another university which may have a department of French.

Table 15-2

38

78-7977-7876-7775-7674-7573-7472-73SCIENCES

Chimie

1/2

1/2

Physique

1/2

1/2

Mathématique

1/2

Prog. Sc. générale

—

23455

Total:

1

1.1/2

2

3

4

5

5

ECOLEES PROFESSIONNELLES

Commerce

0

0

1

1

1

2

2

Education physique

0

1/3

1

1

1

2

2

Service Social

1.2/3

1/3

1

1

2

2

3

Traducteurs

2.1/32.1/333444

Total:

4

3

6

6

8

10

11

GRAND TOTAL: L.U.

27.2/325.1/63134384345

U.S.

3.1/3

4

44444

31

29.1/6

35

38

42

47

49

Special language courses

French

1

3

4

5

5

5

5

Anglais

0

1/3

1/3

1/3

2/3

2/3

1



TABLE 16

PROJECTIONS OF THE SIZE OF THE FRENCH SECTION AT LAURENTIAN UNIVERSITY.

Year	1	2	3	4	5	6	7
72-73	1932	12.5%	241	12.5%	241	363	18.7%
73-74	1907	12.0%	228	14.0%	266	360	18.2
74-75	2041	12.0%	244	16.0%	326	380	18.6
75-76	2082	11.5%	239	17.0%	353	399	19.1
76-77	2170	11.5%	249	18.0%	390	411	19.0
77-78	2252	11.0%	247	18.0%	405	430	19.1
78-79	2336	15.0%	256	18.0%	420	462	19.8

- Col. 1) Projected Laurentian total enrolment
- 2) Percentage of 1 for 3
- 3) Projected size of French Section - Projection I (assuming no change in the programme)
- 4) Percentage of 1 for 5
- 5) Projected size of French Section - Projection II (assuming the programme changes, as proposed later in this brief)
- 6) Projected size of the Francophone group (mother tongue)
- 7) 6 as percentage of 1

Note: We have used Projection II (Col.5) for computing the cost of bilingualism over these years.

Table 17

<u>Year</u>	<u>Laurentian Enrolment *</u>	<u>French Section*</u>	<u>Percentage of Total</u>
1960-61	183	95	51.91
1961-62	255	89	34.90
1962-63	264	64	24.24
1963-64	361	85	23.55
1964-65	556	120	21.58
1965-66	901	132	14.65
1966-67	1130	174	15.40
1967-68	1264	180	14.24
1968-69	1500	258	17.20
1969-70	1773	215	12.13
1970-71	2092	263	12.57
1971-72	2023	259	12.80
1972-73	1932	241	12.47

Projections

1973-74	1907	266	13.95
1974-75	2041	326	15.97
1975-76	2082	353	16.95
1976-77	2170	390	17.97
1977-78	2252	405	17.99
1978-79	2336	420	18.00

\* Full-time students on-campus winter  
Etudiants à temps plein sur campus l'hiver

These figures do not include any students from the Ecole Normale.  
Ces chiffres n'inclurent aucun étudiant de l'Ecole Normale.

Table 18  
Cost\* of Bilingualism at  
Laurentian University  
1973-79

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
1. Number of students projected						
2. Number of faculty - **	266	326	353	390	405	423
3. Number of year-long sections of courses at 3/ faculty members	28 1/2	35 1/3	39 1/3	43 2/3	48 2/3	51
4. Number of student-courses projected (No. 1 times 5)	85	106	118	131	146	153
5. Average class size (No. 4 ÷ No.3)	1,330	1,630	1,765	1,950	2,025	2,100
6. Average faculty salary include fringe benefits	16	15	15	15	14	14
7. Average total cost per faculty member (213% of 18,125)***	18,125	18,125	18,125	18,125	18,125	18,125
8. Cost of academic programme including overhead costs (No. 7 times No. 2)	38,600	38,600	38,600	38,600	38,600	38,600
9. Average cost per course: (No. 8 ÷ No. 3)	1,100,000	1,365,000	1,520,000	1,685,000	1,880,000	1,968,000
10. Incremental cost for the development of socio-cultural activities	12,941	12,877	12,881	12,682	12,876	12,863
	37,000	50,000	75,000	100,000	125,000	150,000
11. Total costs (No. 8 + No. 10)	1,137,000	1,415,000	1,595,000	1,785,000	2,005,000	2,118,000
12. Total revenue generated						
No. 1 times \$1,825)	485,000	595,000	645,000	712,000	740,000	766,500
13. Bilingual grant	540,000	820,000	950,000	1,073,000	1,265,000	1,351,500
14. Total revenue	1,025,000	1,415,000	1,595,000	1,785,000	2,005,000	2,118,000
Deficit	112,000	nil	nil	nil	nil	nil

\* In 1973-74 dollars.

\*\* Number of Faculty at Laurentian only thus excluding Federated Colleges but including staff for special language courses based on 5 years programme plan.

\*\*\* Faculty salaries including fringe benefits represents 47% of the total operating budget.



## Appendix A



## COMMITTEE ON UNIVERSITY AFFAIRS

481 University Avenue,  
Toronto 2, Ontario,  
26th May, 1967.

Dear Mr. Mullins,

I have been trying to develop some analysis of the figures we discussed during our meeting at Laurentian University on Friday, 19th May. We had been able, that morning, to commence some analysis of costs versus income, but were not able to finish. What follows reflects my own subsequent efforts.

First, let me confirm one of our determinations of the 19th. In 1966-67, you had a full-time equivalent enrolment of 116 students taking undergraduate degrees with their studies in the French language, in a total undergraduate population of 982. The fraction is approximately 11 per cent, and it is probably reasonable to assume that this fraction would be the same in 1967-68.

Let us now attempt to make an analysis of your actual income for 1967-68:

Provincial Grant	\$2,531,000
Fees (Full-time Students)	<u>485,000</u>
Total "Ordinary" Income	\$3,016,000
Less:	
Special Grant for bilingual costs	<u>\$ 155,000</u>
"Ordinary" Income, excluding Special Grant	<u>\$2,861,000</u>

The prorata share of the net "ordinary" income of \$2,861,000 for 11 per cent of your enrolment is \$315,000. When the \$155,000 Special Grant is added to that, it indicates a total of \$470,000, or 15.6 per cent of the total "ordinary" income of \$3,016,000, available for the 11 per cent of your student body which is being taught in French.

- 2 -

In this analysis, note that I have used only the fees for full-time students. While the new formula system does indeed acknowledge the influence of part-time students, for this kind of analysis it is probably best to continue the earlier notion of a direct off-setting correlation between the direct costs of part-time studies and the fees derived from such enrolments. I have, accordingly, related everything to full-time enrolments only. The above analysis also makes clear that the \$155,000 Special Grant was an additional grant for the special costs of operating in French. It was not intended to cover the total cost of that part of your operation, but only the incremental cost above the average costs for a monolingual operation.

Now let us turn to an analysis of costs:

Special Costs as claimed	\$ 375,500
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Costs of Administration and Maintenance  
(from Budget Form UA4, page 1, Estimates  
for 1967-68)

Administration	\$ 438,000
Maintenance	<u>583,700</u>
	\$1,021,700

Less:

(attributed to French program  
included in \$375,000 listed above) \$ 60,000

Net	\$ 961,700
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11 per cent of Net	\$ 105,500	<u>\$ 105,500</u>
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Total	<u>\$ 481,000</u>
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You will note that I have included here a share of the "overhead" costs of administration and maintenance, which we had overlooked in our discussion of the 19th.

Before comparisons can be made, some acknowledgement must be made of the fact that the cost figures above reflect your original budget submissions, your estimate for 1967-68. The opinion of the Committee on University Affairs was that Laurentian could operate effectively in 1967-68, albeit at a scale a little less than your aspirations indicated,

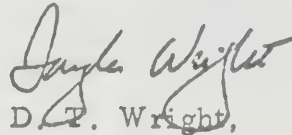
at somewhat lower levels of costs.

The \$471,000 of income evidently attributable to your French language operation is over 97 per cent of your original cost estimate. Although it is obviously possible to come at these figures in various ways, and the numbers I have presented above certainly do not reflect any kind of precise cost accounting, I do believe that they show that the Special Grant provision for 1967-68 is in very fair accord with your costs and requests.

My conclusion from this review is that there does not seem to be a good case for going back to the Committee on University Affairs with a request for any special further supplement for the costs of bilingualism in 1967-68 as outlined in your letters of 14th March and 8th May, 1967.

Please advise should you, however, wish me to arrange a meeting of the Committee to give further consideration to these matters.

Yours sincerely,



D. T. Wright,  
Chairman, Committee on University Affairs.

Mr. S. G. Mullins,  
President,  
Laurentian University of Sudbury,  
Sudbury, Ontario.



## Appendix B

Bilingualism at Laurentian

Motions approved by Senate - 21 June 1973:

1. That Senate adopt in principle the recommendation that Laurentian University seek to develop into a University which is attractive to francophone and anglophone students because of the quality and the variety of educational experience available to them in the official language of their choice, and because of the opportunity which the University provides to all students to acquire an understanding of Canada's official languages and their respective cultures.
2. (a)
  - i) That Senate request each department and school to prepare, in cooperation with cognate academic units, a plan for ensuring a fair and equitable balance of French language and English language programmes in their units;
  - ii) That this request be treated as a matter of urgency particularly in Science and the Professional Schools;
  - iii) That the various academic units submit their plans to the Comité des Affaires Francophones (see recommendation below) for examination and recommendation to Senate no later than December of 1973;
  - iv) That courses offered through the Centre for Continuing Education (see recommendation on Part-Time Studies) reflect the bilingual and bicultural objectives of the University;
  - v) That graduate programmes for students who wish to study in French be developed as soon as it is both possible and academically desirable.
- (b)
  - i) That Senate create a Comité des Affaires Francophones charged with the responsibilities as described in motion 2.
3.
  - (a) That University announcements of faculty openings clearly stipulate "bilingual preferred";
  - (b) That where positions are filled by the appointment of a unilingual person, the letter of appointment clearly indicate any bilingual requirements which are to be a condition of being granted tenure if such is required for the University to achieve its bilingual objectives in the programme area where there is a vacancy which the appointee is to fill;

- (c) That over the next five years all members of the faculty be encouraged to achieve what we have defined to be basic bilingualism. (We have defined basic bilingualism as proficiency in one of the official languages and comprehension of verbal and written communications in the second official language. We define integral bilingualism as the ability to speak, write, understand and read both official languages. The two official languages are French and English.)
- (d) That in recommending appointments, various academic units and Senate recognize the importance of improving the balance between anglophone and francophone faculty.
- (e) That the ability to teach in both French and English be recognized by Senate as a criterion which if satisfied would enhance a faculty member's prospects of promotion.

## 4.

- (a) That Senate request the Library Committee to develop in cooperation with the various academic units a five-year plan designed to upgrade French language library holdings as required by the University's academic plan.
- (b) That Senate recognize the right of a student to present essays and examinations in the official language of his choice.
- (c) That general University policy on non-credit programming be waived where francophone non-credit programming is concerned, should the Comité des Affaires Francophones consider this to be desirable.
- (d) That the Scholarship proposal (Paragraph 42) be adopted in principle and referred to the Senate Committee on Undergraduate Academic Awards and to the Board for detailed examination.
- (e) That the President be urged to find the means to allow the University and the Comité des Affaires Francophones to initiate, promote and coordinate research that would be of special interest and significance to the French-speaking people of Ontario.

## 5.

- (a) That intensive language training courses be mounted by Laurentian which will allow students to acquire the kind of linguistic competence in the second language which they require if they are to enrol in at least their upper years in courses whose language of instruction is their second language, without jeopardizing their academic record.

- (b) That the University take the steps necessary to inform potential students in all parts of Canada of the bilingual and bicultural character of Laurentian together with the programmes it has in language training for students.
- (c) That Laurentian provide intensive language training opportunities for its personnel and that a substantial sum (at least \$50,000) be made available from the Founders' Fund for this purpose. And that the funds set aside be expended in the following order of priority:
  - i) To provide those members of faculty who have a basic bilingual competence with an opportunity to acquire the level of integral bilingualism as defined in 3c;
  - ii) To provide faculty with an opportunity to acquire a basic competence in the second official language (whether French or English);
  - iii) To provide administrative officers the opportunity to acquire the language skills in their second language which their positions require;
  - iv) To provide other support staff with the opportunity to acquire the kind of second language training competence which their positions require.
- (d) That the section assigned responsibility for providing second language training be granted the funds required to achieve the objectives set out, re: language training.

21/6/73



APPENDIX C

Senate resolutions adopted June 22, 1973:

"That Senate adopt the programme priorities outlined in the section of the report to Senate entitled "Five Year Academic Priorities" subject to:

i) subsequent detailed examination by Senate of programme of study in each of the areas referred to under 2(a) and Priority 3, and

ii) the conditions set out in paragraphs 78 and 79

Priority 1

A set of high quality undergraduate programmes for both full-time and part-time students which will ensure the opportunity for at least a limited encounter with those disciplines presently represented in the Laurentian University calendar.

Priority 2

a) Undergraduate programmes in Earth Sciences, the Humanities, Canadian Studies, and Outdoor Education;

b) Undergraduate programmes for which there is a need which Laurentian, qua University and qua regional University, has a responsibility to meet and for which there is a substantial demand.

Priority 3

Graduate Studies programmes in Earth Sciences, Canadian Studies, and Child and Developmental Studies.

Priority 4

Undergraduate programmes for which there is an identifiable educational or regional need which Laurentian qua University and qua regional University has an obligation to meet, assuming only that the resources of the University are such that a high quality programme can be offered.

Priority 5

Graduate programmes for which there is an identifiable need as well as a substantial demand."

#### Appendix D

Laurentian University's presentation  
to the Committee on University Affairs,  
December 6, 1971, Section II, p. 24-26.

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#### COSTS OF BILINGUALISM FOR 1970-71

This represents the arguments advanced by D.T. Wright, Chairman of the Committee on University Affairs, in May, 1967 against a presentation made by Laurentian University of the costs of bilingualism in 1967-68 in a format similar to Schedule 3. The assumption that the enrolments would be maintained was rejected and an attempt made to prepare a statement reflecting the reduction of income and costs if all students enrolled in courses taught in the French language were to withdraw. Certain modifications to the argument were made which are as follows:

i) The income from provincial grants was distributed on a pro-rata basis, whereas the majority of the courses in the French language carry only a basic income unit weight of 1 and it is mainly the courses taught in the English language that carried the greater basic income unit weight.

ii) Certain specific costs were not considered in Schedule 3 as it was assumed that the total enrolment would not change. However, where the above assumption is rejected they must be included.

iii) Although maintenance and administration expenses were originally considered, certain non-teaching academic departments weren't. A reduction of enrolment would cause a reduction in these as well.

Ordinary Income (Per 1970-71 Budget)

Provincial Grant	\$ 5,611,371
Fees (full-time students)	<u>940,800</u>
Total Ordinary Income	6,552,171

Less:

Special grant for bilingual costs  
\$390,000

Provincial grant not directly allocated (Schedule 2)	<u>1,082,865</u>	<u>1,472,865</u>
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Ordinary Income	<u>\$ 5,079,306</u>
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Full-time course registrations in the French language as a percentage of total full-time course registrations, both in English and French

6.7% approximately

Income

The pro-rata share of net ordinary income 6.7% of \$5,079,306) is

\$ 340,313

Specific provincial grant income (Schedule 2)

19,330

Special Grant

390,000

\$ 749,643



Costs

Special costs as claimed (Schedule 3)	\$ 468,652	
Special costs not pre- viously claimed (scheduled II-8)	92,681	
Overhead costs		
Administration	\$ 813,469	
Maintenance	1,058,978	
Academic over- head	1,082,494	
	<hr/> 2,954,941	
Less costs inclu- ded in special costs above	<hr/> 133,607	
Net	<hr/> <hr/> \$ 2,821,334	
6.7% of net	189,029	\$ 750,362
Net costs of bilingualism		(719)

- \* The amount of emergent grant contained in the revenue amounted to \$78,150 out of a total amount of \$1,275,937 for 1970-71. In 1971-72, this grant will be fixed at \$450,000 with the French share being approximately \$30,000.

LAURENTIAN UNIVERSITYReport on the Costs of Bilingualism in 1972-73

This analysis is based on the method of calculating the costs of bilingualism proposed some time ago by Dr. D.T. Wright, then Chairman of the Committee on University Affairs, and outlined in his letter of 26 May 1967, addressed to President Mullins. In order to make it relevant to the changed circumstances of the academic year, 1972-73, the following modifications have been made.

1. Because in 1967-68 there was no direct off-setting correlation between the costs of providing instruction to part-time students and the fee income generated by these students, in his original analysis Dr. Wright used only full-time students. At Laurentian in 1972-73 part-time students enrolled in on-campus courses offered in the regular (winter) term were fully integrated with full-time students, and courses offered through the Extension Division to part-time students were treated as part of the normal teaching load of faculty involved in providing the instruction. Accordingly, the current (1972-73) analysis includes both the total revenue and the total expenses involved in the undergraduate programmes offered by the University. (Since graduate and diploma programmes offered by Laurentian in 1972-73 did not involve any instruction offered in the French language, these programmes have not been included.)
2. Even though the majority of the courses actually offered in the French language carry a basic income unit of 1, the University's income from provincial grants has been distributed on a pro-rata basis. This is to be explained by the assumption that basic income unit weights of more than 1 are assigned because there are higher academic costs connected with courses or programmes given those weights. Since in Schedule 2 the academic costs have been assigned on a direct basis as special costs, the income derived from the extra basic income units was segregated from the pro-rata distribution and assigned separately on the basis of those courses actually carrying a basic income value greater than 1.
3. Although Dr. Wright included administrative and maintenance costs in his original analysis, as overhead costs, certain academic support costs were excluded. The present analysis includes these academic support costs.

- 2 -

4. Calculations of administrative costs have been made as far as possible on the basis of the actual costs incurred. It should be noted, however, that these costs correspond closely with the cost analyses contained in the Brief on the Incremental Costs of Bilingualism in 1970-71, submitted to CUA by the University of Ottawa.
5. The compensatory grant received for 1972-73 has been distributed on the basis of the number of basic income units received by the University.
6. Included in the salary costs for instruction in the French language are costs incurred by the Département de Français and the School of Translators. It is acknowledged that every university has a Department of French; but the size and scope of the activities of this Department at Laurentian are directly related to the University's bilingual commitments. Instruction in the School of Translators is given in either the French or the English language.

10 July 1973



LAURENTIAN UNIVERSITY  
COST OF BILINGUALISM FOR 1972-73

Ordinary Income

Provincial Grant		\$ 5,891,349	
Tuition Fees		<u>1,587,063</u>	
		\$ 7,478,952	
Less: Special grant for bilingual costs	\$ 540,000		
Grant income re graduates	223,500		
Graduate Tuition Fees	14,450		
Provincial grant not directly allocated (schedule 1)	<u>1,445,160</u>	<u>2,223,110</u>	
Net ordinary income		<u>\$ 5,255,842</u>	

Course registration in the French language as a percentage of total undergraduate course registrations both in English and French - approximately 9%

Income

The pro-rata share of net ordinary income (9% of \$5,255,842) is	\$ 473,025
Specific provincial grant income (schedule 1)	37,655
Specific grant	<u>540,000</u>
	\$ 1,050,680

Costs

Special costs (schedule 2)	882,845	
Overhead costs:		
Administration	954,168	
Physical Plant	1,133,000	
Other academic overhead	<u>826,847</u>	
	2,914,015	
Less: Costs included in special costs above	<u>176,370</u>	
	2,737,645	
Less: Graduate share of overhead	<u>54,750</u>	
Net	<u>2,682,895</u>	
9% of Net	<u>241,460</u>	<u>1,124,305</u>
Excess of Costs over Income		<u>73,625</u>

LAURENTIAN UNIVERSITYCOSTS OF BILINGUALISM FOR 1972-73

	Number of F.T.E.	Eligible Basic Income Units	B.I.U.'s due to Courses Carrying B.I.U. rate greater than <u>1</u>
Full-Time	1,811.2	2,436.1	
Part-Time	<u>744.5</u> <u>2,555.7</u>	<u>819.6</u> <u>3,255.7</u>	<u>700.0</u>

Value Thereof:

700 x \$1,765

\$ 1,235,500

Emergent Grant

\$ 845,000

Graduate B.I.U.'s	$\frac{143.4}{3,399.8}$	x \$845,000	-	<u>(35,640)</u>	35,640
Total B.I.U.'s				809,350	
Extra B.I.U.'s	$\frac{700}{3,255.7}$	x \$809,350	-	<u>(174,020)</u>	174,020
Undergraduate B.I.U.'s				\$ <u>635,340</u>	

\$ 1,445,160

Course enrolments in the French language that carry a greater  
basic income unit weight than 1 result in 18.7 basic income  
units extra

Value thereof:

B.I.U.'s 18.7 x \$1,765	\$ 33,005
Emergent grant $18.7/3,399.8 \times \$845,000$	<u>4,650</u>
Specific provincial grant income	\$ <u>37,655</u>

LAURENTIAN UNIVERSITYSchedule 2COST OF BILINGUALISM FOR 1972-73SPECIAL COSTSAcademic

<u>Salaries of Professors:</u>	required to teach courses in the French language (schedule 3)	\$ 439,105
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<u>French Speaking Counsellor</u>		11,200
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Library

Cost of purchasing books in the French language		
18% of \$355,500	\$ 63,990	
Processing costs		
18% of \$447,100 (Library non-book budgets)	<u>80,478</u>	144,468

Other:

Off-campus - Winter Session - travel	6,570	
Off-campus - Summer Session - living allowances	2,000	
Bilingualism budget	27,767	
French courses for faculty and administration	6,000	
Other costs (schedule 4)	<u>37,210</u>	<u>79,547</u>
		674,320

Administration:

<u>Cost of Operating Translation Department</u>	18,955
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Printing

Application forms, brochures, etc. (50% of \$29,000)	\$ 14,500	
Calendar - full-time (50% of \$18,000)	9,000	
Calendar - summer school (50% of \$4,000)	2,000	
Calendar - Extension (50% of 14,400)	7,200	
Public Relations (50% of \$14,700)	7,350	
Other Administration and non-academic printing which must be bilingual if it reaches external parties (30% of \$111,000)	<u>33,300</u>	<u>73,350</u>
		92,305
Incremental costs of bilingualism for support staff (Estimated at 10% of support staff salaries)		64,980
<u>Fringe Benefits</u> 8% of \$640,530 (salaries included above)		<u>51,240</u>

Total	<u>\$ 882,845</u>
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LAURENTIAN UNIVERSITYSchedule 3COSTS OF BILINGUALISM FOR 1972-73SALARY COSTS OF TEACHING IN THE FRENCH LANGUAGEWinter - Sudbury

Sciences	\$ 17,290	
Social Sciences	215,995	
Humanities	103,400	
Professional Schools	<u>45,840</u>	\$ 382,525

Winter - Outside Centres

Social Sciences	14,830	
Humanities	<u>8,400</u>	23,230

Summer - Sudbury

Social Sciences	8,100	
Humanities	<u>17,650</u>	25,750

Summer - Outside Centres

Social Sciences	3,800	
Humanities	<u>3,800</u>	<u>7,600</u>

Total		<u>\$ 439,105</u>
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LAURENTIAN UNIVERSITYSchedule 4COSTS OF BILINGUALISM FOR 1972-73ACADEMIC - OTHER COSTS

Since all revenue from grants and tuition derived from teaching in the French language has been allocated in determining revenue, it is necessary that some allocation of departmental costs (excluding direct teaching salaries allocated on schedule 2) be made to costs. To do this, departmental budgets (exclusive of teaching salaries) have been pro-rated on the basis of course enrolments in the French language (Winter session on-campus) over total number of course enrolments for each of the academic units involved. The costs pro-rated include each unit's share of the Associate Dean's budget, as well as salaries of technicians, student assistants and secretaries, office expenses, travel, lab supplies and equipment budgets.

Sciences	\$ 4,510
Social Sciences	14,930
Humanities	13,960
Professional Schools	<u>3,810</u>
Total	<u>\$37,210</u>

## LONG TERM ENROLMENT DATA 1971-1972 TO 1978-1979

## Instructions:

1. please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular MCU Enrolment Report (UAR Forms). Note particularly, however, the precise requirement under item (a) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an FTE basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of FTE for teaching services performed (Toronto, Waterloo, Western and Laurentian).

	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78	1978 -79
a. Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	618.5	641.0	696.0	735.0	756.0	769.0	780.0	785.0
b. Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	1839.0	1811.2	1784.0	1852.0	1944.0	1992.0	2057.0	2085.0
c. Total Graduate (Fall-Term)	24.0	32.0	36.0	54.0	61.0	68.0	79.0	80.0
d. Total Full-Time Enrolment (b) plus (c)	1863.0	1843.2	1820.0	1906.0	2005.0	2060.0	2136.0	2165.0
e. FTE of Part-Time Enrolment using appropriate Formula Conversion Factors (excluding "Summer School" Graduate Students)	565.5	761.9	889.5	925.1	920.6	918.0	912.3	896.9
f. FTE Enrolment (d plus e)	2428.5	2605.1	2709.5	2831.1	2925.6	2978.0	3048.3	3061.9

August 1973



## LAURENTIAN UNIVERSITY

### Rationale Behind Enrolment Projections for 1973 CUA Report-Years 1974-75 to 1978-79

#### *Full-time – Undergraduate:*

First year was based on Ontario and Federal Governments' Projections on population, number of Grade 13 students and university enrolments in Ontario. From these projections the Grade 13 student population in Northeastern Ontario was determined. Using these projections, the first year enrolment was extrapolated based on past experience.

Upper year's enrolment determined by using net drop-out rates in prior years and in particular 1973-74 net drop-out rate.

These projections indicate that the trend towards the professional schools is continuing based on the assumption that scarcity of jobs for graduates in the Arts and Science will remain.

These projections do not reflect anticipated additional enrolments in the French language. If government support is received for a larger program in the French language (per Dr. Albert's report) then these anticipated additional enrolments can be incorporated.

These projections do not include teaching services performed (i.e. enrolment) by the federated colleges.

These projections, in our opinion, indicate that the downward trend may have stopped. This is based largely on the encouraging results of the 1973-74 first year enrolment.

#### *Full-time – Graduate:*

Projections were based on figures submitted by Dr. Watson. It includes projections for English and History even though approval for financial assistance has not been received from the Government. The increase is approximately 100% from 1973-74 to 1978-79 but includes large increases in History and English.

#### *Part-time – Undergraduate:*

Our projections indicate that the enrolment will peak in 1974-75 with a gradual decline to the year 1978-79. The 1973-74 enrolment will amount to about the same as the enrolment in 1978-79.

Shifts in enrolment occur from general arts to the schools and general science. This is because of the dwindling teachers' market and the increased interest being shown in Environment Studies and professional schools.

#### *Part-time – Graduate:*

Our projections indicate no substantial increase in the Commerce Diploma program. Increase of 2.1 F.T.E. students to 10.5 is accounted for mainly by English and History.

October 3, 1973.











